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ABSTRACT

This language-through-literature program is designed to be used as a native language program (language arts/reading readiness), as a second language program, or as a combined native and second language program in early childhood education. Sequentially developed over the year and within each unit, the program is subdivided into 14 units of about two weeks duration each. Each daily lesson is 15 to 20 minutes long and is planned for maximum participation by children and a high degree of individualization. The two volumes include 130 lessons focused around 12 selections of childhood literature, 5 lessons of language arts activities for special occasions such as holidays, and about 15 review lessons. The make-up of each story unit provides an introduction outlining the rationale and aims of the unit; suggestions pertaining to the particular unit, such as illustrations, sound effects, and realia; the text of the story and the text and music of the related songs and games in English, Spanish, and Chinese, with samples in French, German, Japanese, and Portuguese; daily lesson plans providing the structure necessary for language development and maximum freedom for the teacher; a set of slides; and a set of master tapes in English, Spanish, and Chinese. (HOD)

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Book I

LANGUAGE - THROUGH - LITERATURE

A Literary Language/Language Arts Program for Bilingual Education, ESL and Other Activities in Early Childhood.

Paul and Eva King

May 1972

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OVERVIEW

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Language and Early Childhood Literature
Program Expansion Through Technology
Some Extra Do's and Don'ts

GENERAL INTRODUCTION

The Language-Through-Literature curriculum is for children; for young children no matter what their background - rich, poor, of varying socio-economic, cultural, linguistic or racial background.

Throughout the primary and secondary school years, language learning and subject matter acquisition (content areas) conflict or, at least, compete with each other for the school day's time. The more time is spent on improving the child's language (be it its' first or second language), the less time remains for math, science, history, etc. Only in early childhood is there little or no conflict; language and language development is the subject matter (content area) for the young child. This may be his native tongue, or it may already be a second language.

Language has been defined as the skill of communicating facts, thoughts or ideas. There is no known shortcut to skill learning but practice -- long-time extensive, intensive, and repetitive oral practice. Yet, there is no better chance for success than motivation - - the desire to do something because one wants to; the desire to find out and to know because one wants to.

Can language practice remain intensive yet, at the same time, be motivating in content? How can repetitive practice be presented so that motivation remains high at all times? What is meaningful and of value and significance to young children regardless of language, ethnic, racial, cultural or socio-economic background ?

Stories with literary merit can provide the answer for young children. Children's literature, specifically high quality early childhood literature, with its dual stimulus of meaningful language and superior illustrations, when supported by and correlated with music and song, can captivate all children and motivate them into oral expression and stimulate their intellect. Children's literature can stimulate children to use language for what it really is - - a vehicle for communication not only of facts, but especially of thoughts and ideas, either in oral (spoken) or graphic (printed) form .

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A LITERARY LANGUAGE PROGRAM - FOR WHOM?

The Language-Through-Literature Program has been designed, tried and used in a variety of bilingual and, also, monolingual settings. It can be used in any one or any combination of the following situations:

I. As a Native Language Program (Language Arts/Reading Readiness):

  (a) in English for children to whom English is the native tongue.

  (b) in Spanish for children to whom Spanish is the native tongue.

  (c) in Chinese for children to whom Chinese is the native tongue.

  (d) in any other language (French, German, Japanese, Portugese, etc.) for children to whom this particular language is their native tongue.

II. As a Second Language Program:

  (a) in English for children to whom Spanish is the native tongue (ESL)

  (b) in English for children to whom Chinese is the native tongue (ESL)

  (c) in English for children to whom any other language is their native tongue (ESL)

  (d) in Spanish for children to whom English is the native tongue (SPFL)

(e) in Chinese for children to whom English is the native tongue (CHFL)

(f) in any other language (but English) for children to whom English is the native tongue (FL)

III. As a combined Native Language and Second Language Program:

Depending upon the language and ethnic background of the heterogeneous classroom, the Language-Through-Literature curriculum can be carried on as a "mixed program"; the language emphasis will be shifted in accordance with whatever the target languages of the various groups in the classroom might be.

PROGRAM ORGANIZATION

The Language-Through-Literature curriculum is a language as well as language arts program for early childhood.

1. It is a planned and generally structured program with overall programming for the entire year; yet it retains developmental freedom throughout.
2. It is subdivided into 14 units of about two weeks duration each, sequentially developed over the year, and sequentially developed within each unit, with a basically reoccurring pattern.
3. Each daily lesson is of 15 to 20 minutes duration, and has been planned for maximum children's participation and a high degree of individualization within the conventional classroom setting.
4. Each separate lesson has a definite aim in mind, and arises logically out of previous lessons. It reviews old knowledge, introduces new elements, and lays foundations for the next day's lesson.

One year's curriculum in the Language-Through-Literature Program includes:

1. Approximately 130 lessons focused around 12 selections of childhood literature.
2. Approximately 5 lessons of language/language arts activities planned for special occasions such as holidays, etc.
3. About 15 review lessons of previously presented material.

The make-up of each of the 12 story units is as follows:

1. Introduction outlining the rationale and aims of the unit in terms of:
    - A. Literature
    - B. Language
2. Suggestions pertaining to the particular unit, such as Giant Book illustrations, sound effects, realia, etc.
3. The text of the literary story:
    - A. In English
    - B. In Spanish
    - C. In Chinese
    - D. Samples in French, German, Japanese, Portuguese
4. The text and the music of the story related songs/games:
    - A. In English
    - B. In Spanish
    - C. In Chinese
    - D. Samples in French, German, Japanese, Portuguese.
5. The Daily Lesson Plans averaging ten per unit. These contain minimal instructions in order to meet two needs:
    - A. To provide structure necessary for language and language development;
    - B. To provide maximum freedom for the creative teacher.

The daily lesson plans are presented in English; the language patterns listed, are also stated in English. Corresponding language patterns for Spanish or Chinese (or any other language) can be readily taken from the texts of the literary stories and from the songs in Spanish or Chinese (or any other language), and written into the Daily Lesson Plans as appropriate.

6. Set of Slides for the literary story. These slides should not be used in class since they are not a substitute for the Giant Book illustrations. The slides serve to aid the teacher when making up a Giant Book of her own.

7. Set of Master Tapes for the literary story and story related songs:

   A. In English

   B. In Spanish

   C. In Chinese

   Primarily, these tapes serve as a guide for the teacher when preparing herself for a new unit. In addition, the recorded versions of the literary stories and the story related songs can be used as a supplementary (but voluntary) enrichment program for the children.

Overview of Program

See Master Chart on pages following.

LANGUAGE-THROUGH-LITERATURE

MASTER PLAN

UNIT	TITLE	STORY #	SONGS/GAMES #	DAILY LESSON PLANS
U-100	Getting Acquainted	-	S-101 Good Morning Song S-102 Good-by Song S-103 Thumbkin Song S-104 Brother John Song	100-1 to 100-8
U-101	Paul and Judy	ST-1	S-1 Touch Song	101-1 to 101-7
U-102	Muffin	ST-2	S-1 Touch Song S-2 Muffin Song S-3 Listen and Touch Song	102-1 to 102-10
U-103	Halloween	-	S-105 Halloween Song	103-1 to 103-3
U-104	Falling Leaves	ST-4	S-4 Wind Song S-5 Falling Leaves Song	104-1 to 104-9
U-105	Indian Two Feet	ST-5	S-6 Walking Song S-7 Wigwam Song S-8 Ten Little Indians Song S-9 Hurry, Little Horsey Song	105-1 to 105-12

LANGUAGE-THROUGH-LITERATURE MASTER PLAN

UNIT	TITLE	STORY #	SONGS/GAMES #		DAILY LESSON PLANS
U-106	Climbing Tree	ST-6	S-10	What's on the tree top?Song	106-1 to 106-17
			S-11	Climbing Down Song	
U-107	Snowy Day	ST-7	S-12	The Snow is Falling Around Me Song	107-1 to 107-10
			S-13	Walking in the Snow Song	
U-108	Little Bear	ST-8	S-14	Little Bear Song	108-1 to 108-11
			S-15	Chilly Song	
U-109	Carrot Seed	ST-9	S-18	Down in the Groung Chant	109-1 to 109-8
			S-19	Carrots grow from Carrot Seeds Song	
U-110	The Egg	ST-10	S-20	Bunny Song	110-1 to 110-12
			S-21	Inside the Egg Song	
			S-22	Pretty Flowers Song	
			S-23	Little Bunny Rabbit Song	
			S-24	Color Guessing Chant	
			S-33	Easter Egg Song	

LANGUAGE-THROUGH-LITERATURE MASTER PLAN

UNIT	TITLE	STORY #	SONGS/GAMES #		DAILY LESSON PLANS
U-111	Nobody Listens to Andrew	ST-11	S-25	Telephone Song	111-1 to 111-13
			S-26	Bear Song	
			S-27	Let's Go to the Zoo Song	
U-112	Little Toy Train	ST-12	S-16	Little Engine That Could Song	112-1 to 112-13
			S-17	Little Engineer Song	
U-113	The Zoo	ST-13	S-28	Train to the Zoo Song	113-1 to 113-16
			S-29	Monkey Song	
			S-30	Bear Song	
			S-31	Seals Song	
			S-32	Elephant Song	

LITERATURE AND EARLY CHILDHOOD

The Language-Through-Literature curriculum is designed to meet a multiplicity of requirements:

1. As an Early Childhood and/or Primary Program (Pre-K through the Primary Grades) it adheres to sound psychological principles of child development, particularly those governing early childhood. All encounters with learning, and all strategies of teaching, therefore, need to be child centered, and all communications must be meaningful in terms of the children's interest and their emerging stage of intellect.
2. As a Readiness Program, capable of awakening potentials, actualizing beginnings, and laying foundations, it takes advantage of the children's present abilities, their dormant powers, and of their projected future knowledge in such a way as to leave behind a residue of insights and/or knowingness acquired in the learning situations which can become foundations of later learnings.
3. As a Language and/or Language Development Program it makes language, in its best and fullest sense, the focal point and point of departure for the educational experiences of the children. Lingual and bilingual competency and freedom is to be achieved within the context of significant and meaningful (and therefore,

motivated) communication. The program tries to adhere to sound linguistic principles of sequencing, progression, gradation, and reinforcement.

In order to maximize the daily 20-minute program, the teaching efforts of the Language-Through-Literature program concentrate on those curricular areas where thoughts, ideas and concepts are paramount, yet where language communication, both passive and active, is also engaged in by the children the most. These are:

1. Creative story-telling
2. Coordinated music and songs.
3. Related interaction play and games.

These early childhood activities, though properly child-oriented, also are largely teacher-directed. Teacher-directed activities are good assurance that language learning and language development will take place under reasonably "controlled" conditions - a must for maximum linguistic achievement during the beginning stages of the language learning process.

Literary Story

Perhaps it is well to discuss at this time some of the qualitative criteria which determined the selections of the individual story units. Since the Language-Through-Literature curriculum should be looked upon as a sample or model for the teacher who will certainly also wish to create his own literary program, qualitative choices will become increasingly important, Once it has been decided that the high quality literary picture story and its many variations (telling and retelling, dramatizations, role playing, puppetry, musical adaptations, dialogue, choral responses, pantomime, etc.) should form the central language theme of a lesson unit, a survey of early childhood literature then leads to the preselection of materials according to certain criteria - literary, artistic, psychological, educational, and, of course, linguistic. Certain elements should be looked for in the selection of the stories:

1. The story has to be worth telling.
2. The story has to have sound emotional and psychological appeal to children in general - regardless of their ethnic, racial, or socio-economic backgrounds.
3. The story pictures have to be of high artistic quality, yet simple and "telling", since the visual element forms the primary vehicle for comprehension and subsequent language communications. Any detail which may lead to language confusion and distraction must be eliminated.
4. The story has to contain a minimum number of words and a maximum number of consistent pattern repetitions for optimal language learning.

When applying criteria such as these, it soon becomes evident that even the very best of controlled vocabulary stories has to be simplified and patterned further. Illustrations have to be enlarged greatly and even fine pictures have to be devoid of all detail which could in any way confuse the specific lingual communication - yet they have to convey the meaning of the story for the child whose oral comprehension is still in the beginning stages.

To be a literary curriculum of merit, this method of intentional simplification has to be done without sacrifice of the essence of meanings and original intentions of the author and the artist-illustrator.

The literary selections of the Language-Through-Literature program follow a definite developmental sequence both linguistically and psychologically. As language unfolds and expands, so do ideas expand with it. Frequently, a longer story, more difficult in ideational and language concepts, follows a shorter simpler one, in a kind of intentional ebb and flow of intellectual challenge and concentration followed by intellectual rest and recapitulation.

Songs and Games

In the language of early childhood, ryhthms, hums and chants are universally interspersed with children's speech. Children's music in forms of simple rhythmic melodies, songs and chants are therefore incorporated into the literary curriculum as natural carriers of language communication. Songs chosen relate closely to the literary selections, in both language and feeling, and they support language learnings through repetitive rhythms that imprint themselves easily on the memory.

The intentional method of simplification without qualitative sacrifices is also applied to songs. Repeated observations of such musical experiences point up a common world of natural rhythm and rhyme shared and enjoyed by all the children, regardless of socio-economic, ethnic, lingual or cultural backgrounds.

Often, a song is especially created to highlight language patterns or vocabulary of the story and in this way comes to reinforce them further. What Little Bear says to Mother Bear, he can also sing to her. For the non-lingual child and for the second language learner, music and songs, rythm and rhyme provide avenues of expression and opportunities for language reinforcement which are perhaps otherwise unavailable.

Play

Play is the natural and most universal element basic to childhood learning. Repeated observations support the oft noted unifying force of imaginative, purposeful, creative play and its immediate effect on lingual freedom and fluency. Intellectual play, social interaction play, make-believe "realistic"play, dramatic play-games of conceptualization, association, perception, readiness - all these become avenues for motivated learning and thus make possible the kind of natural, active, de facto social and lingual interaction across background and across language barriers, perhaps not available through other avenues. In this manner, play and games, especially selected, support the literary and musical themes, and often are especially created to highlight and reinforce new language

Play - the natural and universal element to childhood learning learnings or other emerging readiness. Thus, for example, the Giant (5 x 8 inches) Matching Domino Games bring back the many animal "friends" encountered in the literature, and in the Toy Shop Game the same animal toys, previously brought across the mountain by the famous Little Engine of story and song (See Unit 112) can be bought and sold.

Original Story Presentation

The most important, most exciting and most provocative part of the program, however, will always be the original presentation of the literary story. In fact, the success of the original story presentation may well determine the learning success of the entire literary unit, perhaps of the entire curriculum. It is the original story presentation which forms the basis for motivation to communicate; it is the take off point for all future learnings. The teacher, and experienced story teller, will wish to follow a few basic rules:

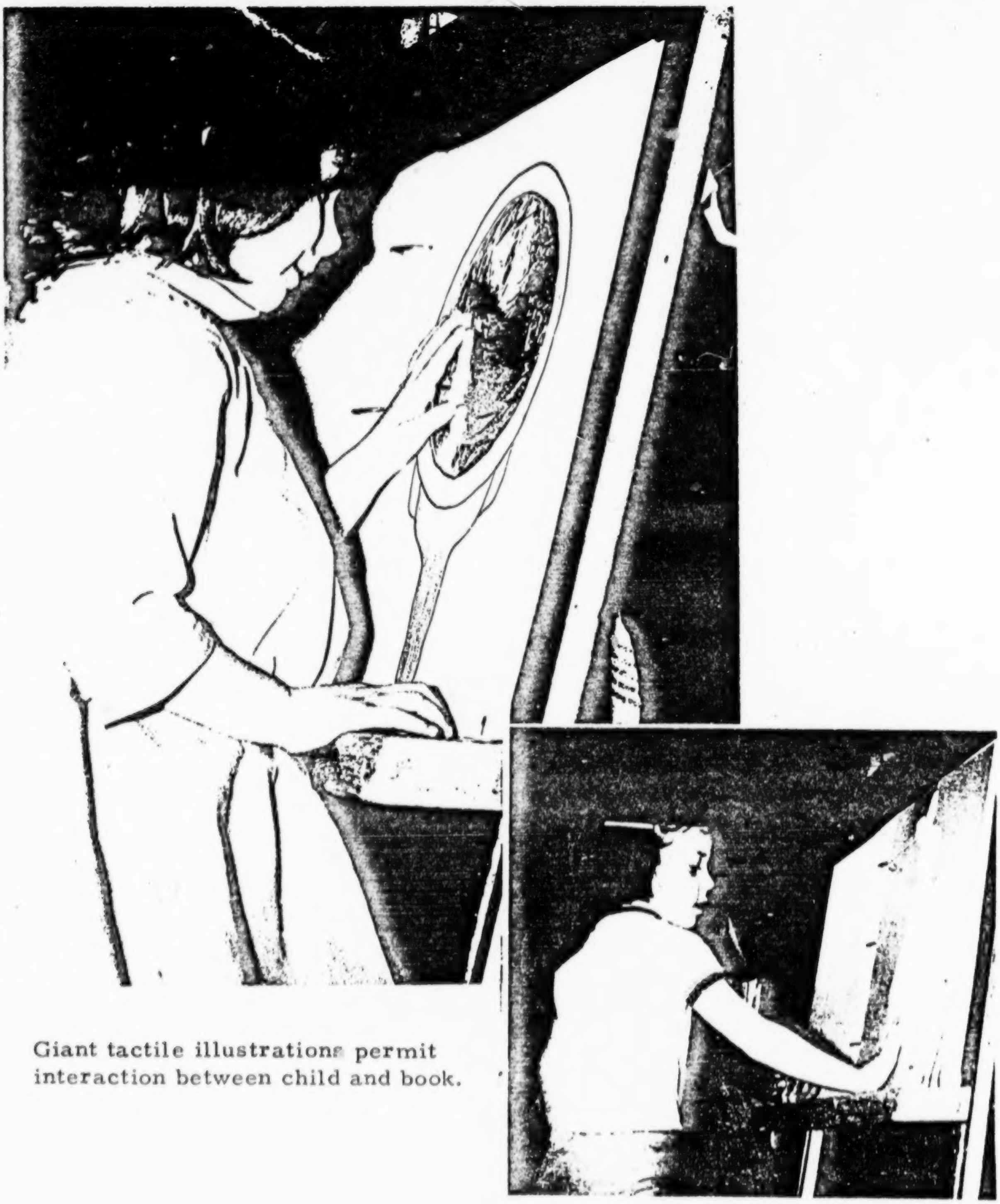
1. The original story presentation must be TOLD AND NOT READ. The simple story text should be memorized and then presented orally in the true tradition of the story teller who can keep his audience spellbound by the quality of his presentation. (In addition to the motivation created by a high-quality presentation, memorization is also the only assurance that the carefully selected language patterns are used with no deviations, and therefore no confusion for the language learner).

The quality of the initial story presentation can determine the success of the entire program.

2. The successful story-teller-teacher will place the children so that the classroom atmosphere is conducive to a successful literary story experience. An intimate setting should prevail, perhaps best by seating the children on the floor in a semicircle around the teacher - near enough to give a feeling of intimacy, yet sufficiently spaced apart to allow children to get up and interact with the story if the original presentation calls for such activity.
3. The Giant Book illustrations (probably 14 x 17 inches in size) should be so placed and used that they are easily seen by all children. Since the Giant Book illustrations serve the dual objective of conveying the literary as well as the language (linguistic) meaning of the story, no "miss" on clear visibility can be tolerated. The use of an easel is suggested.

Language Readiness and the Multisensory Approach

Multisensory perception is the central and unifying factor to all childhood learning. Throughout the program, focus on all the senses is directed at giving meaning to language and culture, and to implement this approach, multisensory tools are used extensively. These involve not only auditory and visual perceptions but also the other perceptual faculties of touch and even taste and smell, thus providing for a multiplicity of experiences on a variety of levels and across subject matter lines. As a result, the emerging developmental stages of early childhood are brought into active interplay with specific learning situations, as they present



Giant tactile illustrations permit interaction between child and book.

themselves in the development of bilingual readiness and its concomitant lingual readiness.

For the non-lingual child and for those learning a second language, identification through multisensory approaches provides special opportunities for total comprehension and offers alternate avenues of learning perhaps otherwise unavailable. As a result, all children, therefore come to experience the vitality of language as a means of communication and as an extension of the senses, for relaying ideas, feelings, thoughts, concepts, and facts.

In addition, the multisensory approach also helps to throw light on readiness in general, the interrelatedness of readiness facets, and their relationship to the bilingual factor, in what may perhaps best be termed multiple readiness. Along with bilingual readiness, the children are exposed to readiness experiences in literature including dramatics, poetry, and oral composition; music, both pre-instrumental and vocal; the full range of the sciences; mathematics; art, art appreciation and color; interpretative, creative and folk dance; and particularly, pre-reading, i. e. reading readiness leading to beginning reading.

Experience points out that the programmed two-week units arising out of each original literary selection, be planned in breadth and depth to lead to any and all areas of subject matter readiness, yet be developed naturally, from a motivated and motivating, child-oriented point of view. In fact, when the multisensory approach remains central, when the child's ernest need for creative play is respected, when the awareness of emerging stages is consciously tied to de facto learning situations, then the program can lay foundations for any subject matter - in addition to language, both native and foreign - as it presents itself through readiness in Pre-Kindergarten, Kindergarten and beginning instruction in Grade 1, and as it then reappears throughout the grades.

Language, Early Childhood and Visuals

In the Language-Through-Literature curriculum visuals naturally play a central and unifying role. It has been pointed out previously that the faithful enlargements of the picture book illustrations (14 x 18 inches) must convey the meaning of the literary story, but at the same time they must also fill their function as a vehicle for language (linguistic) communication in those instances where oral comprehension is yet limited. Thus, the Giant Book illustrations serve as central points of departure and return for every bilingual story theme:

> The children can step up to (and, in a way, into) the covers of the Giant Book to *Pat the Bunny* with Paul and Judy, to create footprints in the snow with Peter on a *Snowy Day*, to look for a horse with *Indian Two-Feet*, to Feed The Animals with Zookeeper Bill, to scale the Climbing Tree with Bobby and Betsy, to help *The Little Engine That Could*

pull the toy train across the mountain, to feel the wind as Down Come The Leaves, to plant and water The Carrot Seed, to discover the bear upstairs when Nobody Listens to Andrew, to hear the world with Muffin in The Noisy Book, to put on hat, coat and snow pants with Little Bear, and to ask what is inside the egg with Bunny in The Golden Egg Book.

There should be continued interaction between the children and the visuals, and vice versa, and in contrast to the common practice of using an audio-visual device such as a chart or a film for "one-way only" communication (from the teacher or the tool to the pupils, with the children being the passive recipients of information), the Language-Through-Literature program uses all tools as active and interacting components.

Thus, the Giant Book illustrations become the focal point for conveying all comprehension of unknown concepts and new speech patterns. Once basic comprehension has been established, the simple artistic illustrations become the stimuli to which the children respond in anticipated language patterns. The visuals take on a life of their own, cutting across language and other barriers in a shared world of make-believe, fantasy, and childhood imagination.

The Connection

In the Language-Through-Literature program, children's literature, supported by and expanded through children's pictures, children's music and children's play, becomes the vehicle for a motivated oral language curriculum, thus also laying foundations for subsequent motivated acquisition of written language of literary consequence.

> "For at least twenty centuries, the best literature produced in the western world was presented orally to audiences of many ages and social levels. And if it is true that great audiences produce great artists, then the audiences of such literature must have penetrated its meaning and been sensitive to its literary merit; there must have been some route of interchange of inspiration continually open between writers and audiences. From this it does not follow that children who as yet do not read should be insensible to the attractions of fine literature when it is appropriate to their level of intellect, imagination and rhythmic sense. Before a child is able to read, before he is able to cope with the only partially systematic English graphemic system, he has the need to come in contact with literature: if he cannot read, he can surely be read to" (Curriculum for English, Grade 1, University of Nebraska)

Since the Language-Through-Literature curriculum is programmed sequentially and entirely around high-quality children's literature, the children are exposed all throughout, and simultaneously with their language related activities, to a complete and pre-planned curriculum

Education Technology
connects
Oral Literature
to
Beginning Reading

in children's literature for the early childhood years. Readiness for literature in general, and especially for high quality literature, is thus given recognition and anchorage at the very same time that readiness for communication, both bilingual and lingual is being fostered. In this way, children in their earliest school years are given a literary foundation - stemming from the oral tradition, and offered in a bilingual "milieu" - to serve them as a link to future literature studies, whether these be in English Literature, Foreign Language Literature, or both, or orally or graphic.

Whether the aim and purpose of such a curriculum and approach is then variously for the enrichment and stimulation of intellectually or creatively gifted children, or as a bridge for culturally deprived or disadvantaged children, or for English-speaking pupils learning a foreign language, or for non-English speakers learning English; or for a combination of some or of all of these, is not really of singular or prime importance.

At this point, perhaps the question that remains to be considered is:

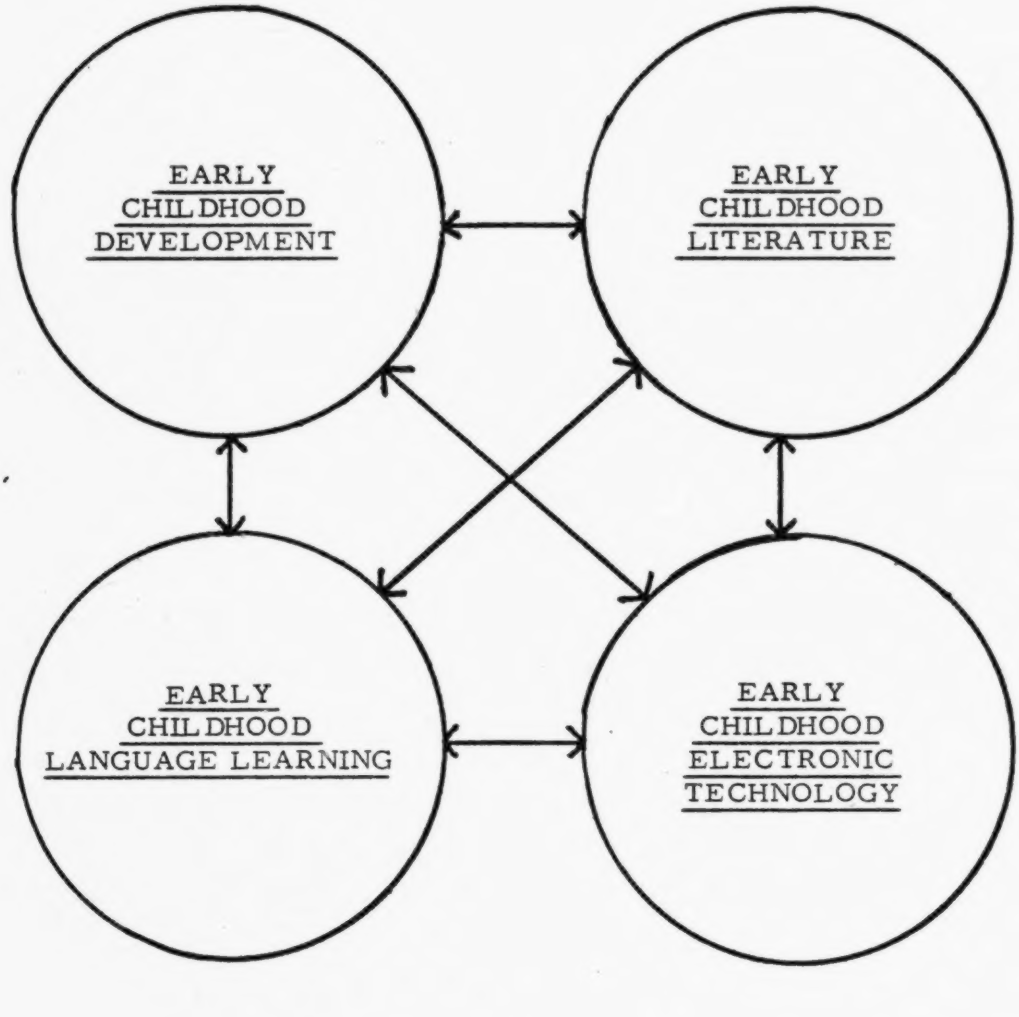
> What is the line of connection between early childhood development, early childhood literature, and early childhood language learning?

Since repetition is close to the root of the human life experience, it is not surprising to find that young children, who are instinctively close to life forces, use repetition also as their own instinctive technique for learning in early childhood; literature, particularly early childhood literature (which includes folk tales), also employs repetition as a literary device highly appealing to children; and finally, repetition reappears once again in language as the essential element of skill acquisition.

Let us, therefore, now examine language learning in its relationship to early childhood and to early childhood literature - a relationship upon which the approach, method, and techniques of the Language-Through-Literature curriculum are built.

REPETITION

A CONNECTING LEARNING LINK


EARLY CHILDHOOD DEVELOPMENT
EARLY CHILDHOOD LITERATURE
EARLY CHILDHOOD LANGUAGE LEARNING
EARLY CHILDHOOD ELECTRONIC TECHNOLOGY

LANGUAGE AND EARLY CHILDHOOD LITERATURE

Some basic principles underlying early childhood education are strikingly similar to modern methods of language teaching:

1. Young children thrive on repetition, imitation, and mimicry.
2. Young children learn in short frames.

Language, be it English or any other, be it a child's "first" (so called native) or "second" language, it also is best learned in this way.

Sequential Steps:

In the Language-Through-Literature program the functional use of communication is accomplished through a series of sequential steps leading from:

1. Receptive Responses (listening and listening/comprehension to
2. Active Responses (bodily and/or lingual participation).

In each unit, the children are first exposed to audio stimuli - i. e. the live presentation - supported by visual stimuli. Listening and listening/comprehension are the primary goals at that point. Once basic comprehension has been established, the children responded actively either in a non-verbal manner through object or bodily movements, or in a verbal manner through audio lingual utterances. The active responses are, at first, imitative (repetition, mimicry) and eventually creative (replies, dramatizations, etc.), usually moving from choral responses to individual ones. To rephrase it in outline form, the sequence of communication may be shown as follows:

- (I) Receptive Responses
    - (A) Aural and Visual
    - (B) Comprehension
- (II) Active Responses
    - (A) Non-verbal Responses
        - (1) Imitative Responses
            - (a) Object Manipulation
            - (b) Bodily Movements
        - (2) Creative Responses
            - (a) Object Manipulation
            - (b) Bodily Movements
    - (B) Verbal Responses
        - (1) Imitative Responses
        - (2) Creative Responses

When applied to every literary two week unit, the progression of language communication from the unknown to the known (i. e. from hearing to listening to understanding, to acting, to speaking) usually follows a series of sequentially planned steps: (1) story telling, (2) story enactment, and (3) story expansions.

Within these three steps, bilingual communication of the literary curriculum is accomplished by a series of variations on the themes, presented in various combinations, such as:

(1) Story telling and retelling -

with book illustrations;
with recordings;
with music and songs;
with comprehension checks;
with object manipulations;
with puppets;
with feltboard manipulations;
with choral responses;
with child-book interactions;
with child-song interactions etc.

(2) Story enactment and re-enactment -

through pantomime;
through puppets;
through role playing;
through musical adaptations;
through dialogue;
through first person transpositions;
through dramatizations, etc.

(3) Story expansions and theme transfers -

through songs;
through dance;
through play;
through games;
through poems and chants;
through recordings, etc.

Since all language learning requires repetitive oral practice, one or two-day reviews of the two week units should be interspersed throughout; specific story themes should be brought back especially when requested by the children.

The Frame Work

All considerations governing language communication of a literary curriculum are fitted into the Language-Through-Literature Program through the DAILY LESSON PLAN. It provides the teacher with the overall structure and suggested techniques for each day's lesson. In keeping with the rationale of new learning arising out of and following from known elements, each lesson presents first some familiar, then new material, and concludes with familiarity once again. The DAILY LESSON PLAN therefore consists of three lesson parts:

1. Warmup Activity - usually using previously introduced material and a quick language pattern review.
2. Center-of-Interest Activity - using a new story theme or a new variation of the theme, including a new level or new step in language and literary development.
3. Closing Activity - using summary and familiar material.

In addition, the DAILY LESSON PLAN contains three main information columns pertaining to:

1. Audio-Visual Materials such as the Giant Book, musical instruments, toy objects, puppets, tape recorder, etc.

2. Main Language Patterns as specific terminal goals of the day's lesson.

3. Teaching Suggestions as to method, techniques, or approach.

Repetitive Practice and Motivation

In order to anchor specific language patterns, it is important that the children engage daily in some repetitive practices. Whereas motivation in conventional linguistic pattern practice is often missing, commands to "open the door" for Little Bear or "put on the hat" for him, or to "walk" like Indian Two Feet or like Peter on a Snowy Day, or to "jump", "run", "fly" like a rabbit, horse, bird, will evoke past story situations and make all commands and respective responses meaningful. This also means that in spite of the program's basic dependence on oral communication, one can still reasonably expect a specific stimulus to elicit a specific response or a certain limited range of responses, even during the unexpected give-and-take of a dialogue situation. Here, as in all teacher-pupil exchanges of the Language-Through-Literature Program the teacher should stimulate or cue each child in whatever the target language, without exerting any pressure. The children should be encouraged to participate actively according to their abilities. This is particularly important for the withdrawn and non-lingual child of any background who needs a choice of acceptable non-verbal responses; and perhaps for all the English speaking children learning a foreign language, and/or many children perfecting their own language: as their minds and bodies naturally race ahead of their speech, "actions speak louder than words", i.e. an action-response often preceeds and/or accompanies the verbal one, in a natural sequence from listening-comprehension to action and, finally, to verbalization. Thus a child's participation sometimes takes the form of a bodily response, sometimes interaction with objects, sometimes mimicry and imitation in the target language, sometimes a choral response, sometimes a musical response, and sometimes a creative response in the native or target language, or a combination of any of these. In such a manner, all children can feel that any language can communicate ideas, thoughts, information, and feelings, in any number of ways.

Because repetition and recall are essential elements for successful acquisition of language skills and, when properly motivating, are also vital characteristics of a successful early childhood program, the Language-Through-Literature Program is so designed that the language patterns as well as the literary story characters, i. e. the children's story "friends", reappear again and again, both horizontally within the daily lesson and the two week unit, and also vertically across the units throughout the entire year's program. In this manner, the linguistic repetition and recall necessary for language reinforcement, become de facto meaningful communication (in addition to remaining a literary experience also), rather than artifically created learning material structured for limited purposes and supported by insufficient motivation.

Thus, for example, a language item like "can touch" or "can walk" reappears daily, many times, within one specific literary unit, in a variety of forms, and is used and manipulated by the children easily a hundred times throughout the two weeks developmental sequence; in addition, the same item reappears, for example, in two subsequent literary story units, again with the same high frequency. Since each story is regularly expanded by two or three songs, each of these central language items reappears several times in each of the supportive songs. (See Chart). By its very nature, a song once introduced, becomes a self-sustaining independent tool for repetitive yet motivated language practice because of its powerful impact through rhythm and melody, making memorization and recall easy.

Similarly, and supporting the repetitively reappearing language patterns, the literary animal characters also reappear sequentially and repetitively in both story and song. The "bear" for example, in addition to his daily presence within the two week story unit, reappears in six of the thirteen story units, and in five songs; the "rabbit" reappears in four of the thirteen story units, and in six songs and games, while the "bird" reappears in four of the units and in two of the songs and games. (See Chart)

Sequential Reappearance of Some of the Animal Characters In 13 Story Themes

Animal Character	1	2	3	4	5	6	7	8	9	10	11	12	13
Rabbit	X				X	X				X			
Dog		X			X								
Bird		X			X	X						X	
Cat		X			X	X							
Horse				X	X	X							
Bear							X	X		X	X	X	X
Elephant								X		X		X	
Duck										X			X

Sequential Reappearance of Some of the Animal Characters In Story and Song/Game Themes

Animal Character	Number of Reappearances in 13 Story Themes	in Song/ Game Themes	Total
Rabbit	4	5	9
Dog	2	3	5
Bird	4	2	6
Cat	3	2	5
Horse	3	3	6
Bear	6	4	10
Elephant	3	1	4
Duck	2	1	3

Literature and the Conventional Language Items

While literary oriented, the Language-Through-Literature Program also introduces all of the conventional groups of items usually covered in beginning language instructions (and language arts programs as well) such as greetings, parts of the body, articles of clothing, colors, foods, family members, numbers, animals, etc. (See Chart)

Parts of Body: Aural comprehension and lingual production are constantly yet naturally practiced as Paul and Judy and Muffin, to refer to just two stories, introduce the children in natural language patterns to eyes, ears, face, hair, skin, and the accompanying songs reinforce and expand these and related items and patterns further to other parts of the body - head, foot, hand, nose, etc.

Clothing: Similarly, language patterns pertaining to articles of clothing that appear in Little Bear - hat coat, snow pants - are reinforced and further expanded through the actual dressing and undressing of a toy bear, and through the children's own additional clothing - gloves, shoes, etc.

Food: Introduction of food items such as carrots, apples, honey, fish, bread, meat, water, milk, cheese, eggs, throughout various stories, is again reinforced and expanded when the children Feed

The Animals in the Zoo story, then with toy foods and toy animals, and finally in actuality, perhaps, through a class trip to the Zoo.

Colors are first introduced in the fall through the story theme of falling leaves, changing from green to red, yellow, and brown; at Halloween, black and orange, naturally, are brought in, and Christmas and winter, supported by three story themes, reviews all these colors, adding the missing blue along with winter white. Later on, Easter time and a related story theme set the scene for additional audio-lingual practice of old and new color language patterns, supported by actual color mixing activities - that is, pink out of white and red, purple out of red and blue, while painting Easter eggs.

Often the teacher can combine two or more groupings, such as clothing and color, food and color (such as Easter eggs), and even parts of the body and color - such as in the related Easter song "Pink ears are listening; Pink eyes watch out; Who is that peeking? Is there any doubt?" , referring of course to the Easter Rabbit with his basket of colored eggs.

Motor activities such as to run, jump, ride, climb (up and/or down), put on, take off, stop, go, go on, walk, paint, sing, dance, play (the drum, for example), touch - these activities

Samples of Language Item Groupings in Story Theme Units

Sample Language Item Group	Story Theme Units 1	2	3	4	5	6	7	8	9	10	11	12	13
Food									x	x	x	x	x
Clothing						x	x						
Animals	x	x		x	x	x	x	x		x	x	x	x
Parts of Body	x	x		x			x					x	x
Colors			x		x	x	x	x		x	x	x	x
Numbers			x	x	x			x		x			
Family Members	x			x	x	x	x		x		x		x

in their many different forms are woven throughout the story theme units and thus provide repeated opportunities for simultaneous acquisition of language and concept formation.

In this manner, children's literature - in addition to its own inherent values - rather than an artificially formulated teaching structure, teaches and practices the skills of language, native as well as second.

Section Summary:

The mastery of skills can thus be fused to meaningful language usage, while the young child's universal love of motivated repetition is utilized as a natural teaching device. This also means that language learning is inseparably linked to - not separated from - thought communication, and that both the language and thought patterns are of a high order of quality and that they remain at all times in the service of communication of content of significance.

As a result, the Language-Through-Literature curriculum gives language learning its natural place, not as an end in itself, but as a powerful vehicle of communication within the spiral and cumulative frame work of school instruction.

Finally, it needs to be restated that this curriculum should be looked at by the teacher not just as a day-to-day program to be followed rigidly, but rather as just one example, one technique on how to combine the goals of a literature program with the goals of language learning and language development. Eventually, the teacher will wish to select from the wealth of high-quality early childhood literature to create similar programs of her own.

PROGRAM EXPANSION THROUGH TECHNOLOGY

Ever since the advent of the language laboratory as a valuable instructional tool some twenty years ago, it had been assumed that the systematic use of electronic instrumentation was limited to the older student. Until only recently, it was believed that for a variety of reasons, neither the teacher nor the pupils in early grades could really benefit from microphones, earphones, tapes, etc. However, observations of the use of electronic tools in the Bilingual Readiness and in many other projects, have dispelled any such assumptions.

Today, electronic tools suitable to the children's age, can and should be used as sensory extensions. Listening stations can incorporate cassette recorders, headphones and cartridge tapes with recorded versions of the bilingual literary stories and the supporting songs. These cartridge tapes should be made available to the children shortly after the live presentations of the two weeks theme unit; they will bring back to the children - - as they group around a table or lay on a mat - - language experiences in a specific content which would otherwise be difficult to "recall" in the classroom at will. This makes possible individual recollection (and reinforcement) according to spontaneous individual desire and need without imposing the conformity or time delay of a teacher-directed review.

Education Technology provides privacy and concentration.

Pre-recorded versions of the stories, sound effects, songs and rhythms should be used as planned support and/or extensions of the program activities in two ways:

1. As planned supports of the ongoing program activities. The applicable situations are referred to and outlined in the daily lesson plans.
2. As extensions, either scheduled or on a voluntary basis, outside the daily Language-Through-Literature class activity. It is suggested that taped versions of the stories and songs be made available to the children for additional voluntary recall.

The children will be eager to use this form of "repetition" of the program, and often they will ask for it as the first spontaneous activity upon arrival in school in the morning.

Here, the children have an opportunity to relive the various experiences of the Language-Through-Literature program in privacy. They will be attentive for extended periods of time in a manner of relaxed participation.

It is suggested that the media specialist should be consulted and his assistance requested since many opportunities exist to expand and enrich the Language-Through-Literature program through technology. Most schools today have a media (audio-visual) specialist on their staff, and if the school itself does not have such a staff person, he is certainly available from the central school system. Teachers will find that the media specialist assists willingly and is eager to help.

While it is not new to record children's voices, it should be remembered that the preclusion of errors when recording children can be important motivational and psychologically constructive strategy. Children will welcome opportunities for recording favorite stories and songs through techniques of "I say a line- then you say the same line after me" which makes possible the kind of good recordings that enhance the children's image to themselves, to their classmates and to their parents and their teachers.

All technological instrumentation should be so arranged that the children themselves can handle most of the technical function. Today's five and six year-olds are already familiar with such technical communication tools as microphones, headphones, walkie-talkies, and tape recorders; and those children who have not handled such tools previously, will demonstrate a high degree of psychological and technical readiness to do so. Technical readiness today exists alongside other forms in much the same manner as bilingual readiness exists along reading readiness, numbers readiness, etc.

As electronic tools are used systematically and appropriately, past assumptions regarding the limited attention span of young children will have to be revised. Repeated observations have shown that a well programmed electronic presentation of superior quality and of unquestionable motivation, significantly increases the children's attention span well beyond expectations. Apparently, the kind and quality of children's attention depends largely on situational factors; therefore, when the normal and customary classroom disturbances, distractions and interruptions are eliminated through electronic technology (headphones), the children's natural curiosity will focus exclusively on the specifically selected learning items, and the attention span will increase.

Properly applied technological instrumentation will soon point to the fact that children are ready and indeed have a need for individual learning and self-study. When a child is given the opportunity to relive, at his own volition, and at his own time, and in the privacy of the electronic communication system, some of the group experiences of the classroom, then he immerses himself imaginatively once again into the "reality" of the learning experience of the Language-Through-Literature program. Because repetition and mimicry - fundamental requirements for all skill learning at any age level - are also the natural and welcome learning avenues in early childhood, a well programmed electronic presentation of superior quality can be a powerful motivation for individual self-study and reinforcement for the very young child.

Education technology extends attention span.

Another interesting phenomenon, and confirmed repeatedly, is the fact that in-grouping ceases completely around the electronic listening station. While children, in play or at work, often choose close friends to share a work table, and in this manner tend to stay group-bound, the individual and private aspects of the headphones apparently need no other companionship but the recorded "living" voice. Thus, the children's spontaneous reach for headphones will naturally lead to entirely mixed groupings of children from all backgrounds.

Teachers today are well aware of their new role and the challenging task, and of their new relationship to the world of Education Technology; being aware of these new opportunities and responsibilities, the teacher should receive adequate help and training in order to be able to take fullest advantage of what can be done. Close rapport between the technologist and the educator is in order.

SOME EXTRA DO'S AND DON'TS

(1) DON'T RUSH!

The teacher should pace the speed of the Language-Through-Literature Program in such a manner that it meets the needs of the children. Sometimes a faster pace is called for for one group, while a slower, more leisurely pace is more appropriate for another group of children.

Generally, however, it is suggested that the teacher should not rush through the program because:

1. Young children want repetition. They love and thrive on repetition of a good story and the program connected with it.
2. Successful acquisition of language demands a great deal of repetition.

It is obviously important that motivation is maintained high and this is accomplished through variations of the various repetitions as indicated in the Daily Lesson Plans.

(2) FELT BOARD ACTIVITIES

Felt board cut-outs should be prepared for every unit. This activity gives still an additional dimension to the Language-Through-Literature program. It is in line with the idea that children like repetition when presented through "variations."

The felt board cut-outs should represent the story characters and/or the toys as they appear in every unit.

(3) HOW TO MAKE A GIANT BOOK

As has been stated previously, the quality of the original story presentation will determine the success of failure of the unit and perhaps of the entire program. No efforts should be spared to make it as good and as successful as possible.

Since the first presentation of the literary story is told in a language which the children either do not yet comprehend at all, or which they comprehend only partially (but which they certainly do not yet master) the picture illustrations must convey successfully the meaning of the oral presentation to the children.

Not only must the illustrations be of high artistic quality, but they must be simple and telling, and at the same time they must be void of any detail which may lead to language confusion and/or distraction for the learner.

A set of slides has been provided so that the teacher may prepare her own Giant Book illustration if she chooses to use the literary story units which are incorporated in this curriculum as samples. Each slide should be enlarged so that it fits on a format of about 14" x 17". It can then be traced with pencil or directly with felt pen, and colored in later on.

If the teacher wishes to prepare her own literary units, it is suggested that the audio-visual department of the school assist her in making appropriate enlargements directly or indirectly from the literary book itself. This may be accomplished either with an opaque projector, or by first making a pencil copy of the picture on transparent paper, and then enlarging it by means of an overhead projector.

It is suggested that oak tag be used for these Giant Books since they will be handled a great deal by the children throughout the year.

THE PROGRAM

Unit Objectives
Unit Suggestions
Daily Lesson Plans

LANGUAGE-THROUGH-LITERATURE

MASTER PLAN

UNIT	TITLE	STORY #	SONGS/GAMES #		DAILY LESSON PLANS
U-100	Getting Acquainted	-	S-101	Good Morning Song	100-1 to 100-8
			S-102	Good-by Song	
			S-103	Thumbkin Song	
			S-104	Brother John Song	
U-101	Paul and Judy	ST-1	S-1	Touch Song	101-1 to 101-7
U-102	Muffin	ST-2	S-1	Touch Song	102-1 to 102-10
			S-2	Muffin Song	
			S-3	Listen and Touch Song	
U-103	Halloween	-	S-105	Halloween Song	103-1 to 103-3
U-104	Falling Leaves	ST-4	S-4	Wind Song	104-1 to 104-9
			S-5	Falling Leaves Song	
U-105	Indian Two Feet	ST-5	S-6	Walking Song	105-1 to 105-12
			S-7	Wigwam Song	
			S-8	Ten Little Indians Song	
			S-9	Hurry, Little Horsey Song	

LANGUAGE-THROUGH-LITERATURE

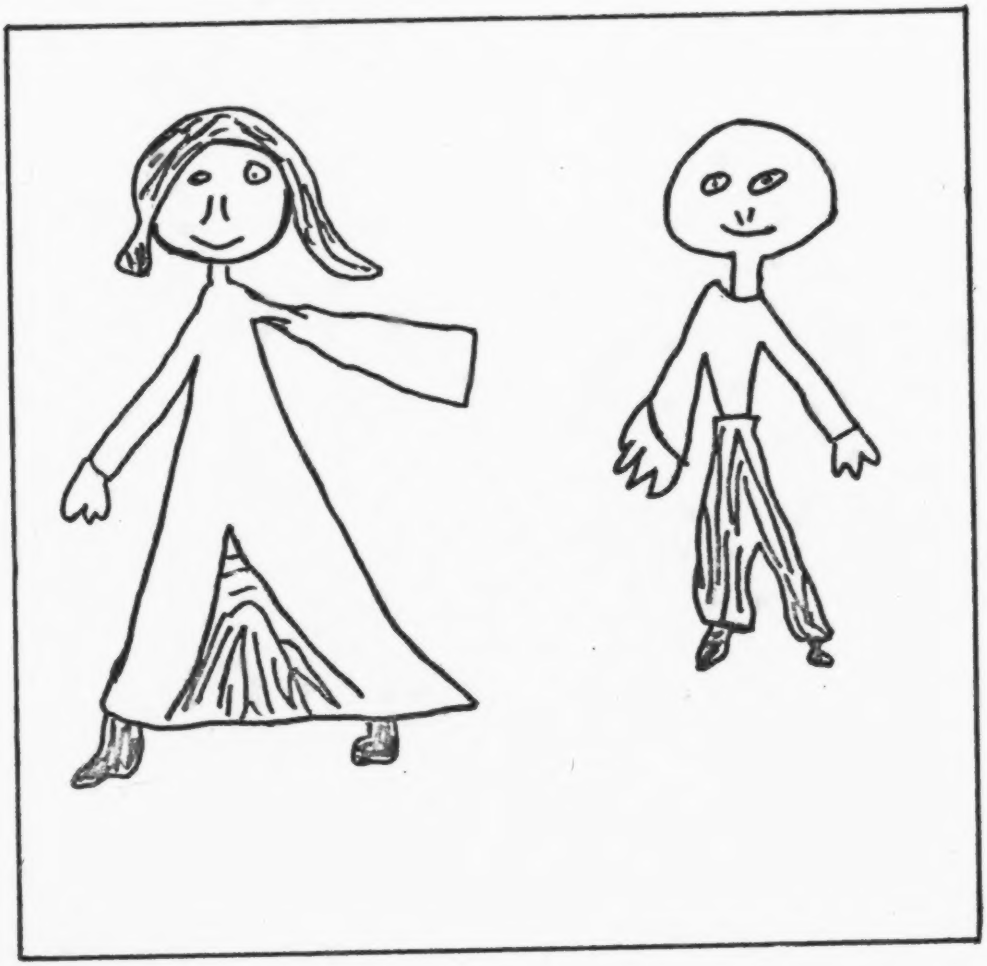
MASTER PLAN

UNIT	TITLE	STORY #	SONGS/GAMES #		DAILY LESSON PLANS
U-106	Climbing Tree	ST-6	S-10	What's on the tree top?Song	106-1 to 106-17
			S-11	Climbing Down Song	
U-107	Snowy Day	ST-7	S-12	The Snow is Falling Around Me Song	107-1 to 107-10
			S-13	Walking in the Snow Song	
U-108	Little Bear	ST-8	S-14	Little Bear Song	108-1 to 108-11
			S-15	Chilly Song	
U-109	Carrot Seed	ST-9	S-18	Down in the Groung Chant	109-1 to 109-8
			S-19	Carrots grow from Carrot Seeds Song	
U-110	The Egg	ST-10	S-20	Bunny Song	110-1 to 110-12
			S-21	Inside the Egg Song	
			S-22	Pretty Flowers Song	
			S-23	Little Bunny Rabbit Song	
			S-24	Color Guessing Chant	
			S-33	Easter Egg Song	

UNIT	TITLE	STORY #	SONGS/GAMES #		DAILY LESSON PLANS
U-111	Nobody Listens to Andrew	ST-11	S-25	Telephone Song	111-1 to 111-13
			S-26	Bear Song	
			S-27	Let's Go to the Zoo Song	
U-112	Little Toy Train	ST-12	S-16	Little Engine That Could Song	112-1 to 112-13
			S-17	Little Engineer Song	
U-113	The Zoo	ST-13	S-28	Train to the Zoo Song	113-1 to 113-16
			S-29	Monkey Song	
			S-30	Bear Song	
			S-31	Seals Song	
			S-32	Elephant Song	

Unit 100

Getting Acquainted



UNIT 100: Getting Acquainted

Plans:	100-1 to 100-8	
Story:	-	
Songs:	S-101	Good Morning Song
	S-102	Good-bye Song
	S-103	Thumbkin Song
	S-104	Brother John Song
Realia:	Puppets Name tags	

INTRODUCTION TO UNIT 100: GETTING ACQUAINTED

LITERARY REFERENCE TEXT:

None

OBJECTIVES:

1. To comprehend and produce the basic language patterns of the unit (Daily Lesson Plans 100-1 through 100-8).
2. To participate in the activities both through listening/comprehension and oral responses.
3. To be able to sing the story songs either chorally or individually.

BACKGROUND AND SUGGESTIONS:

This first "Getting Acquainted" Unit should accomplish exactly what it's title conveys. Children should become acquainted with the teacher, with their new puppet friends (Pancho and Ramona) and especially with each other.

Since Pancho and Ramona (the puppets) will reappear through the entire Language-Through-Literature curriculum, it is important that they be introduced to the children as "their" friends. The teacher who is not completely familiar with puppet techniques, should request from the school system Curriculum Guides on Early Childhood or reference books which provide detailed suggestions.

It is hoped that the introductory Getting Acquainted Unit will assist the teacher in familiarizing the children with such routine activities as roll call, good morning and good-bye practices, contacts with other children, the use of name tags, etc.

I. OPENING: New Song S-101

Teacher introduces GOOD MORNING SONG, as per copy.

A. Teacher sings the song to the class with instrument accompaniment if possible (for example: guitar), as with all other songs.
B. Teacher sings the song again and asks children to join in humming it with her (demonstrates briefly).
C. Teacher sings song again, this time line by line, letting children repeat each line after her.
D. Children and class now sing song together (do not overteach).

II. ACTIVITY: GETTING ACQUAINTED Puppet P-1

Purpose: Teacher establishes contact with class and with each child individually. Teacher establishes contact with puppet, and between class and puppet.

A. Teacher greets class: GOOD MORNING, CHILDREN

B. Teacher (quickly puts on puppet and turns to puppet as she addresses class) introduces Pancho: LOOK! HERE IS A NEW FRIEND. Teacher says, pointing to self and speaking directly to puppet: I AM MRS. X.
Puppet points to self, says: I AM PANCHO
Teacher: GOOD MORNING, PANCHO
Pancho: GOOD MORNING, MRS. X
Puppet turns to children and says: GOOD MORNING, CHILDREN.
Teacher prompts children to respond: GOOD MORNING, PANCHO
Teacher(hides puppet behind her back) addresses herself to the children: GOOD MORNING, CHILDREN. Teacher points to self with free hand, elicits children's response: GOOD MORNING, MRS. X

C. Teacher then brings out puppet, goes with puppet to individual child saying: I AM PANCHO (with puppet pointing to self) and then immediately puppet points to individual child, eliciting the response: I AM X (child's name). Now teacher carefully chooses the most responsive child to serve as a model for the others. Teacher may prompt child softly. (Puppet does not prompt child). Pancho immediately goes to next child and says, I AM PANCHO, pointing to self, immediately then pointing to child eliciting response from the child, I AM X (Rosita, Maria, etc.) Teacher may prompt child to answer Pancho.

MAIN PATTERNS

Good morning!
I am ______.
Good bye!

A.V. and supplementary
S-101song
P-1 puppet
S-102 song

Pancho addresses himself to all children if possible, one after the other. Children who do not participate at this point should be gently by-passed but should be invited to respond again after they have heard other children.

D. (The original re-enactment between puppet and teacher may be evoked again as model, as necessary. I.E. Puppet turns to teacher and says: I AM PANCHO, pointing to self. Teacher says to puppet: I AM MRS. X, pointing to self.)

III. CLOSING: New Song S-102

Good-bye song.

Teacher introduces song by singing it as a closing. Sings it again, inviting the children to join her with humming only. No further teaching of the song at this time. Before leaving, teacher says GOOD-BYE, CHILDREN, elicits from class GOOD-BYE, MRS. X. Pancho says: GOOD-BYE, CHILDREN, elicits from class: GOOD-BYE, PANCHO. Pancho: GOOD-BYE, GOOD-BYE, GOOD-BYE!

MAIN PATTERNS

Unit 100-2

I. OPENING: S101 Song

Teacher sings Good Morning Song. Lets class listen or hum along. Repeats song, inviting children so sing along. The third time teacher teaches song line by line, as previous day.

II. ACTIVITY: GETTING ACQUAINTED Puppet P-1

A. Purpose: Reinforce contact with class and individual children. Establish routine. Activity should be the same as previous day, using the same patterns and the same actions as previous day, with the following additions: Teacher opens activity: GUESS WHO IS HERE TODAY. Teacher "hides" Pancho puppet behind back, not too well, so children can partially see it. Teacher emphasizes the word, GUESS -- elicits choral response: PANCHO! Teacher: YES, IT'S PANCHO. Addresses class: IT'S PANCHO. Elicits choral response: IT'S PANCHO. Teacher: YES, IT'S PANCHO, OUR NEW FRIEND. Puppet and teacher then re-enact same activities as previous day, using same patterns. Puppet and class re-enact same activities as previous day, using same patterns.

B. Additional activities: Teacher and puppet: HOW ARE YOU, PANCHO? Pancho: I AM FINE, MRS. X, AND YOU? Teacher: FINE, THANK YOU, PANCHO. Pancho turns to class: HOW ARE YOU, CHILDREN? Eliciting choral response: FINE, THANK YOU, PANCHO.

C. Pancho now reenacts individual question-and-answer type responses, same as previous day, using the pattern: (with all children, if possible) HOW ARE YOU, X? And eliciting each child's response: FINE, THANK YOU, PANCHO, or, simply, FINE, THANK YOU.

III. CLOSING Good-bye Song S-102

A. Teacher sings good-bye song, first along, encouraging the children to hum it, then teaching the phrase that says: GOOD BYE, MY LITTLE CHILDREN, GOOD-BYE, GOOD BYE, GOOD BYE.

B. Same as previous day: Teacher to class: GOOD BYE, CHILDREN. Class: GOOD BYE, MRS. X. Pancho (to class): GOOD BYE, CHILDREN. Pancho elicits response from class: GOOD BYE, PANCHO. Pancho: GOOD BYE, GOOD BYE, GOOD BYE!

MAIN PATTERNS

How are you?
How are you ______?
Fine, thank you.
Good-bye!

A.V. and supplementary

song S101
P-1 puppet
song S102

I. OPENING: -Song S101

Teacher sings Good Morning Song. Children listen and hum the first time; second time they sing along. Teacher listens for weaknesses, without interrupting children. Teacher may wish to teach song, line by line, once more.

II. ACTIVITY: GETTING ACQUAINTED Puppets P-1, P-2

A. Teacher continues contact with class and individually, as before. Teacher morning greeting and class response. Teacher follows by enacting morning greeting with individual children. Children who are not ready to respond should be gently by-passed without making them feel that they have failed, but should be always invited to respond again after hearing other children.

B. Introduction, as previous day. Teacher: GUESS WHO IS HERE AGAIN? --hiding Pancho behind back, but this time hiding him properly. Elicits children's response: PANCHO. IT'S PANCHO. Teacher: YES, IT'S PANCHO, AGAIN. Pancho and teacher review dialogue with class and individual children, using all the patterns of the previous two days.

Addition for today is new puppet, Ramona.

C. Teacher: AND LOOK, HERE IS A NEW FRIEND. Teacher puts on girl puppet without naming her and repeats same action in lesson 1 with Pancho, to self saying, I AM MRS. X, addressing herself to puppet, (i.e. pointing) Girl puppet, pointing to self: I AM RAMONA.

D. In addition: Teacher now points to Ramona and says; YOU ARE RAMONA. Ramona points to self and says; I AM RAMONA, then quickly points to teacher and says: YOU ARE MRS. X. Ramona now turns to individual children in class and repeats the procedure as with Pancho using, however, the I AM, YOU ARE patterns for today. Teacher reintroduces Pancho. Pancho and Ramona go through same pattern of I AM, YOU ARE between each other. Ramona then turns to individual children and repeats new patterns with them. Elicit I AM X, YOU ARE RAMONA response from every child, if possible. Teacher puts puppet behind her back, and using her other free hand, repeats patterns: I AM MRS. X, YOU ARE MRS. X.

MAIN PATTERNS

I am __________.
You are ________.
I am _____, you are _______.

A.V. and supplementary

Song S-101
P-1,2 puppets
Song S-102

E. Teacher calls on two children to re-enact same pattern, in new version:
Child A, pointing to self: I AM A
Child B, pointing to A: YOU ARE A
Child B, pointing to self: I AM B
Child A, pointing to B: YOU ARE B

MAIN PATTERNS

III. CLOSING

Sing good bye song with children humming except the part they learned the previous day. Re-teach again the good-bye part, so children can sing along that part clearly.

Reinforce good bye by using puppets, Pancho: GOOD BYE, CHILDREN
Children: GOOD BYE PANCHO
Repeat same with Ramona.

Reinforce phrase: UNTIL TOMORROW (remember, it appears in good--bye song.)

Pancho: UNTIL TOMORROW, CHILDREN
Children: UNTIL TOMORROW, PANCHO
The same with Ramona. The same with teacher.

(Instruct classroom teacher NOT to issue name tags for next day. Prepare two name tags for puppets for following day.)

I. OPENING: Song S-101

Good morning song. Class joins in the first time. Repeated two times.

Pattern review, choral and individual responses of past three lessons
1. GOOD MORNING, CHILDREN etc. and responses.
2. HOW ARE YOU, CHILDREN etc. and responses.
3. I AM -- YOU ARE etc. and responses.

Teacher notes weaknesses to reinforce in next few lessons.

II. ACTIVITY: GETTING ACQUAINTED; NAME TAGS AND ROLL CALL P-1,P-2

Purpose: Further personalizing. Classroom teacher had been instructed the previous days not to issue name tags to children, but have them ready on a table or on a tray. Two small name tags should be prepared in advance and placed on top of the children's name tags, one for each puppet, one reading: "Pancho" and one reading "Ramona," with string attached.

Teacher: (hiding puppets) GUESS WHO IS HERE TODAY, AGAIN.
Elicits answer from class (Pancho)
Teacher: YES, PANCHO. IT'S PANCHO (elicits choral repetition.)
Teacher: GuESS WHO ELSE IS HERE TODAY, AGAIN.
Class answers (Ramona)
Teacher: YES, RAMONA. IT'S RAMONA (elicits choral repetition.)
Teacher (showing puppet): PANCHO IS HERE.
Elicits choral response from class: PANCHO IS HERE
Teacher: RAMONA IS HERE.
Elicits same response from class.
Puppets' good morning greetings to children, first P-1 then P-2, eliciting choral response from class.

Name tags are on table in front of class.
Pancho: LOOK, CHILDREN. Pancho picks out name tag. Reads slowly: RAMONA.
Ramona responds: I AM HERE.
Pancho repeats: RAMONA IS HERE--COME HERE, RAMONA. Pancho puts tag on Ramona.
Ramona says: I AM RAMONA. THANK YOU.
Pancho now repeats this ceremony with each child. That is, Pancho picks out card name tag. Reads carefully child's name "X" (for example, MARIA).
Teacher helps child respond to this the same way as Ramona responded, by saying I AM HERE. Puppet does not prompt child. Only teacher can prompt child in softer voice.

MAIN PATTERNS

__________ is here.
I am here.

A.V. and supplementary

song S-101
P-1, P-2 puppets
song S-102

MAIN PATTERNS

Pancho repeats: X IS HERE. COME HERE, X.

Child comes up, is handed his name tag, puts it on and repeats: I AM X, THANK YOU. This is repeated, if possible, with every child in the class. The regular classroom teacher should mark down children who are absent so that they could act it out the next day. When a card is called of a child who is absent, puppet reads the name carefully and when there is no response the teacher responds: X IS NOT HERE.

Pancho repeats: X IS NOT HERE. Teacher then leads class into choral repetition: X IS NOT HERE. Teacher reinforces: X IS NOT HERE TODAY. Class repeats.

The patterns for the day are the same as in the previous lessons, with particular reinforcement on the I AM and THANK YOU plus new patterns.

III. CLOSING: Song S-102

Good bye song. (Partial dramatization)

A. Teacher sings good-bye song with amphasis on the GOOD BYE LINE in which children join..

B. Teacher now acts out the word EMBRACE with several children. That is, she demonstrates the meaning of the word.
Teacher calls child's name, "X". Elicits the response: I AM HERE.
Teacher says: COME HERE, X and then says A WARM EMBRACE I LEAVE YOU, demonstrating with an embrace of the child. She then calls another child, COME HERE, X and goes through the same demonstration with as many children as time allows. In case it is impossible to do this with all children, the teacher notes down the children who are to go through this part of the lesson the next day.

Teacher: GOODBYE, CHILDREN. Class response.
Teacher: UNTIL TOMORROW. Class response.

(Instruct classroom teacher not to distribute name tags next day)

I. OPENING: Song S-101

Children and teacher sing Good-morning song together. The second time teacher subdues voice so that children sing largely alone, the teacher cupping her ear to help the children realize that they are to sing alone. Teacher listens to the level of knowledge of song. (She may then teach it further line by line or otherwise reinforce it).

A review of patterns up to now, lessons 1-4 with choral responses plus several individual responses on each item, going around the room, so that each child has had a chance to make an individual response to at least one of the language patterns.

II. ACTIVITY: GETTING ACQUAINTED; ROLL-CALL WITH NAME TAGS AS PREVIOUS DAY

Essentially same activity as in lesson 4. Teacher uses exactly the same pattern as in lesson 4 but adds additional patterns (following "x is not here") as follows:
  X IS ABSENT
  X IS HOME
Teacher elicits choral responses.

The word HOME can be illustrated by a quick sketch of typical house on the blackboard or at the easel. If this is not possible it may simply be supplied in the native language by the native teacher present.

Teacher makes sure that those children who did not receive their name tags individually the day before receive them today in the same manner as for others done previously.

III. CLOSING: Good bye Song S-102

Good-bye song, with emphasis on the line A WARM EMBRACE I LEAVE YOU, again acting this out with several children, using same dialogue pattern. Teacher selects children with whom she did not do this previously.

Puppets - class exchange greetings.
GOOD BYE
UNTIL TOMORROW

(Save name tags for next day's game.)

Unit 100-5

MAIN PATTERNS

________ is (absent)
(home)

A.V. and supplementary

song S-101
P-1, P-2 puppets
song S-102
name tags

I. OPENING: Song S-101

Good Morning song. Teacher sings it once with class, then attempts to have class sing it alone.

Teacher: GUESS WHO IS HERE? (Pancho) as before.

A quick review of opening patterns GOOD-MORNING--HOW ARE YOU?--I AM; YOU ARE --I AM HERE, etc.

II. ACTIVITY: NAME READING GAME Puppets 1-2, name tags

Again children do not have name tags on. Teacher spreads out three name tags on the floor so that all three names are visible.

Pancho picks out name tag, and reads name. First name should be RAMONA so that model is established. Pancho reads: RAMONA, and replaces name tag on the floor.
Pancho: COME HERE, RAMONA, SHOW ME YOUR NAME, pointing with sweeping gesture across namecards.
Ramona responds: HERE I AM, PANCHO. Ramona picks up her card. Responds HERE IS MY NAME. RAMONA IS MY NAME.

Same game and dialogue interchange between puppet and individual children. Ramona puts on her name tag. A new name tag is put in empty space. Pancho picks up a new name tag. Reads it: reads name of child, "X". Then he says: COME HERE, X. SHOW ME YOUR NAME. Child X comes up, takes her name tag.
Pancho reads: X
X responds: HERE I AM
Pancho: GOOD. COME HERE, X. SHOW ME YOUR NAME.
X responds as he picks up his card: HERE IS MY NAME, X IS MY NAME.
Pancho: YES, HERE IS YOUR NAME. X IS YOUR NAME.
If children need to be prompted, they should be prompted by the teacher, not the puppet.

III. CLOSING: Song S-102

Teacher teaches song line by line.
Teacher continues to act out the phrase A WARM EMBRACE I LEAVE YOU; (first with children that have been absent). Teacher reinforces GOOD BYE and UNTIL TOMORROW and makes sure children connect the spoken patterns with the text of the song.

Unit 100-6

MAIN PATTERNS

Come here, _______.
Here I am, _______.
Show me your ______.

A.V. and supplementary

song S-101
P-1, P-2 puppets
song S-102
name tags

Unit 100-7

I. OPENING: Song S-101

Good morning song. The second time around, teacher calls on two children to stand by her side, one on each side, and sing the Good Morning Song with her. Second teacher present in the classroom should keep a list of children who are called on to sing the song, indicating whether the child appears to know the song well enough or needs help with it. (by a check mark)

This lesson should be now a thorough, fairly rapid review in choral form and in individual form of the patterns introduced in the first three lessons. The manner in which the patterns were introduced should be adhered to as much as possible so that the situation is envoked together with the review of the pattern drill. The general procedure should be model, choral response, individual response, reinforced by choral response, followed by one or two additional individual responses. As many individual children should be involved in as many patterns as possible. Ideally each child should answer each pattern once. The teacher should not dwell on errors, but should move on to another child for correct response. If this is not achieved, the original modelling should be reinacted. Teacher and classroom teacher should keep note of weak patterns needing more reviewing.

II. ACTIVITY: ROLL CALL "Where is Thumkin?" S-103

Teacher demonstrates model response with puppets P1 and P2.
Teacher: PANCHO!
Pancho: HERE I AM.
Teacher: PANCHO IS HERE.
Teacher repeats same with Ramona.
Teacher acts out roll call with individual children - calling all children if possible. Teacher prompts each child to respond.
Teacher elicits class response of X IS ABSENT where applicable.

Teacher introduces song to class acting it out with her thumb. This can be done either with a finger puppet on the thumb or by a handkerchief or small scarf tied around the thumb with eyes and mouth painted on thumb with washable felt pen or ink or crayons. Children repeat song, using their thumbs with or without finger puppets. Teacher should remember that this song consists of two sections, and that there should be a definate break so the children are aware of dialogue (conversation).

III. CLOSING: Song S-102

Good bye song. Teacher may wish to sing this song line by line again. If this is not necessary, she listens to class response and prompts individual emphasis. Review patterns of GOOD BYE, GOOD BYE CHILDREN, UNTIL TOMORROW with puppets and teacher.

MAIN PATTERNS

(Same as before)

A.V. and supplementary

song S-101
P-1, P-2 puppets
song S-102
song S-103

Unit 100-8

I. OPENING: Song S-101

Same as previous day, calling on two new children, repeating same activity and same note-taking.

The main activity of this lesson is to review the second half of this preliminary unit's patterns, lessons 4-6, picking up also the weaker patterns reviewed the previous day. Again the same procedure should be used evoking the activity situation in which the patterns were originally presented, of course, on a more limited scale in name tag distribution, etc, which is now done en masse but on an individual basis. Teacher prompts children as necessary, reviewing particularly newer patterns.

II. ACTIVITY: "Thumkin Song" S-103

(as before)

Continuation of the Thumkin song, the same as the previous day. Repeat song two or three times. Line by line teaching may be necessary. Teacher teaches it as dialogue.

III. CLOSING: Good-bye Song S-102

The children should now understand this song. Teacher may sing it line by line to make sure.

Teacher and class repeat song.

Puppets and teacher exchange good-bye greetings, chorally and individually.

MAIN PATTERNS

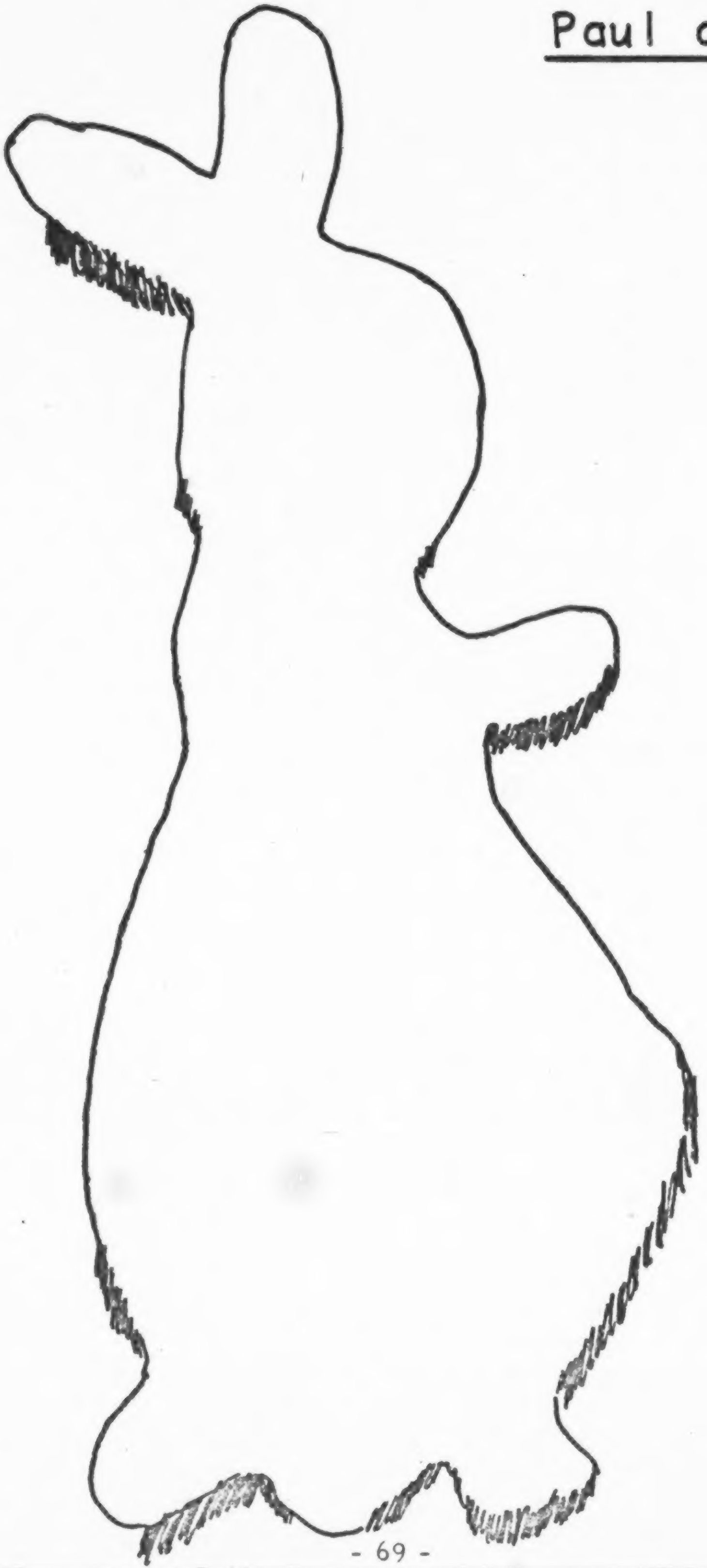
(As per songs)

A.V. and supplementary

song S-101
song S-102
song S-103

Unit 101

Paul and Judy



UNIT 101: Paul and Judy

Plans:	101-1 to 101-7
Story:	ST-1
Song:	S-1 Touch Song
Realia:	Giant Book Puppet Name tag for puppet Bell

INTRODUCTION TO UNIT 101: PAUL & JUDY

LITERARY REFERENCE TEXT:

Kunhardt, Dorothy. Paul and Judy
Golden Press, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 101-1 through 101-7).
2. To allow children to participate orally, both in listening to an oral presentation and in assisting with the oral presentation.
3. To be able to participate in the activities of the story and follow the commands called for by the various frames of the story.
4. To develop a feeling of "success" because they "can do many things".
5. To gain first experience with literature which depends upon consistent repetition as a primary literary device; to allow the children to have an enjoyable first experience with literature.
6. To make a connection from the basic story to the related story songs and activities.
7. To be able to sing the related story songs, either chorally or individually.

BACKGROUND AND SUGGESTIONS

This story has been translated into 29 different languages, ample proof of the universal appeal which it has to children all over the world, children who may come from different homes, cultures, social classes.

The Paul and Judy sequence (ST-1) is a basic story of "success" which every child can have because it "can do many things". In addition to seeing (Giant Book illustrations) and hearing (listening to repetitive language patterns) two additional senses (touch and smell) are used to permit each child to be successful no matter what his language competency might be, or irrespective of his being in a non-verbal or verbal stage.

"Paul and Judy" are suggested as the first unit of the Language-Through-Literature curriculum, because this story forms a foundation for many, perhaps all units to come. The experience of being able to do things successfully through touch reappears again in some of the activities of the Muffin unit (Unit U-102) and the use of taste in the Carrot Seed unit (Unit U-109) completes the list of senses already employed in the Paul and Judy activities.

The strong rythmic appeal of the consistently structured Paul and Judy story lays the foundation for similar literature presentations and language acquisition activities in all units to follow.

Because of the consistent use and repetition of words, structures and situations, it is expected that already in this first literary unit children will perceive the function of repetition in good literature for children. Consistently, the "can do" statement of what Paul and Judy can accomplish (for example, "can touch Mother's hair") is followed by a command statement that "you can do" the same thing.

ESL - Suggestions: The teacher using the Language-Through-Literature program as an ESL program for children to whom English is a second language, will be interested to know that the consistent use of the "can do" pattern presents considerable language learning advantages:

1. It avoids the necessity of handling third person inflectional endings, and it therefore avoids the inconsistency of such an approach. Instead of "touches" and "smells" (two structures linguistically quite different from each other and from other than third person verb forms) the language learner consistently remains with the identical pattern of "can touch" and "can smell".
2. The various command forms ("touch", "smell") are easily recognized by the language learner because the word forms again remain the same as those used in the statements "Judy can touch" and "Paul can smell".
3. The consistent use of the "can do" pattern makes it possible to expand story presentations and story activities by using the question technique without introducing linguistically new struc-

tures. Instead of having to introduce the "do" or "does" structure of a question ("Do you touch?" or "Does Judy touch?") a simple word order change (without change in the structure) accomplishes the same thing: "Can you touch?" or "Can Judy touch?".

The teacher should remain consistent in the usage of the language throughout this entire first unit. First, this appeals to a very basic rythmic sense of the young child. Second, consistent repetition facilitates skill learning and expands memory. Third, consistent repetition is an all important structural device in language acquisition.

Literature Presentation: Observe the suggestions contained in the general introduction to the Language-Through-Literature program with regard to presenting the story entirely from memory; to be able to handle the story related songs with complete ease from memory, preferable in more than just one language; to have available the necessary supportive realia (Giant Book, easel, etc.) to insure a worthwhile story telling activity.

The pace of any presentation of activity should be adapted to meet the needs of the children. A basic unit such as "Paul and Judy" may need to be followed exactly according to the suggested daily lesson plans with a certain group of children, while with another group of children it may well be presented at a more rapid pace, and perhaps in a shorter span of time.

Language Explorations: In addition to the obvious task of learning a second language (be it English as a second language, Spanish or Chinese as a second language, etc.) every young child is basically a language learner even in his very first (native) language. Some specific work with vocabulary items will be desirable. Young children are most curious about the meanings and the sounds of words especially as they represent new concepts. Here are a few items which will perhaps represent new experiences to many children:

Furry (the rabbit's skin)
Soft (Mother's hair, the rabbit's skin)
Scratchy (Father's face)
Sweet (the smell of flowers)

Giant Book Preparation: The Paul & Judy Giant Book is more than a "visual". In addition to providing communication through sight, it offers the pupils an opportunity to derive meaning from touch and smell. Special care should therefore be taken in the preparation of this book and the following extra comments are in order:

Frame # 3: Use blue oaktag for the bunny cut out. Then put underneath a rabbit's skin. It can be obtained from furrier supply shops, etc. It must convey the meaning of "soft", "furry", etc.

A piece of sandpaper conveys the meaning of a new concept ("scratchy") simultaneously with language acquisition.

Frame # 5: Glue a handkerchief along its upper edge over the boy's face so that it can be lifted easily when the children play peek-a-boo.

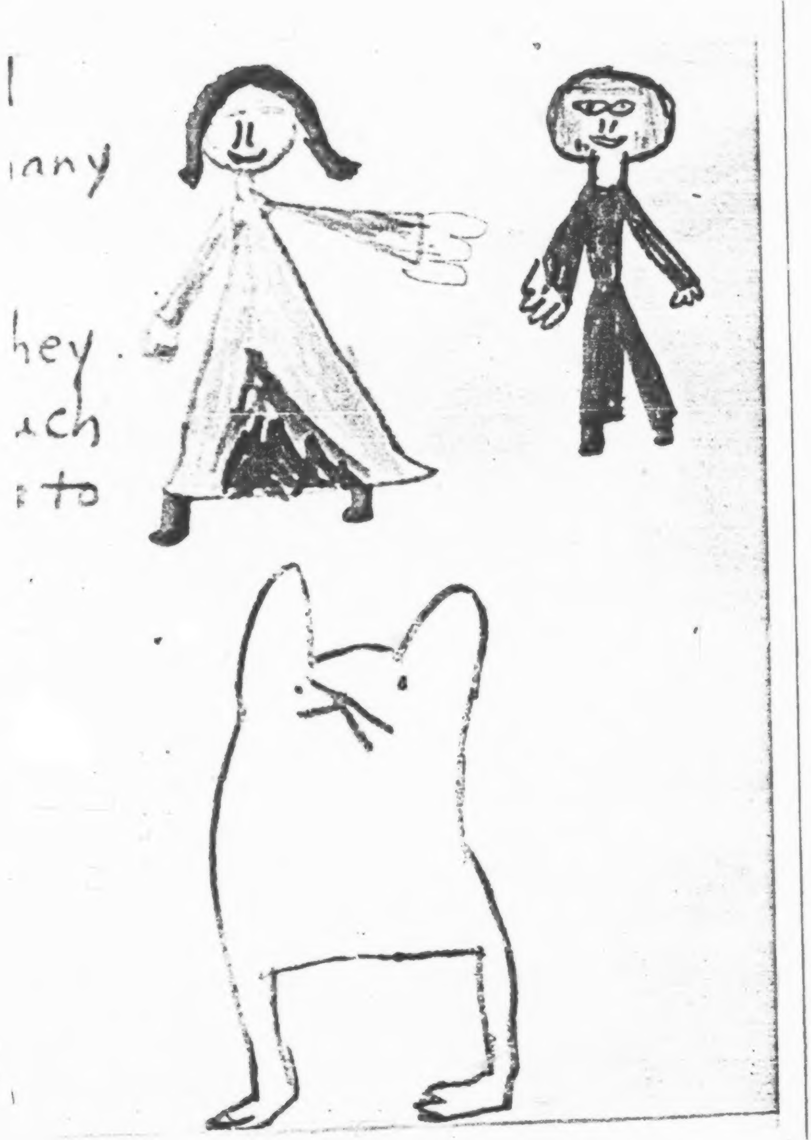
Frame # 7: Put drops of perfume (eau de cologne, etc.) onto this picture. The smell will last for several months, perhaps a year.

Frame # 9: Use tinfoil (aluminum wrap) to make the mirror.

Frame # 11: Use a piece of sandpaper for the "scratchy" face.

Frame # 15: Use hair from a high quality doll to represent "Mommy's hair".

Frame # 17: Again, use rabbit's skin on this illustration; the page should be identical fo Frame # 3.



Children relate their feelings about the Bilingual Program with audio-visual creations of their own. Here is one child's impression of Paul and Judy" (Unit 101)

PRELIMINARY DRAFT

Unit 101-1

I. OPENING/WARM UP: Good-morning Song S-101

Pattern review.

II. ACTIVITY: NEW STORY ST-1, PAUL AND JUDY.

Script ST-1
Giant book GB-1

A. Teacher introduces new story:
TODAY, HERE ARE TWO NEW FRIENDS -- PAUL AND JUDY. THEY CAN DO LOTS OF THINGS, TOO.

B. Teacher tells story. (See script)
GB on easel on left side (teacher turns pages with right hand)
   1. Teacher calls on individual children to come and "do" the activity on the book's pages.
      NOW, X, YOU TOUCH... etc.
   2. Teacher repeats each pages acticity with several children calling on them one after the other:
      NOW, X, YOU TOUCH...etc.

C. If time permits, teacher repeats entire story again.

III. CLOSING: Good-bye song S-102

line by line and whole
Teacher acts out embrace

MAIN PATTERNS

See script ST-1, especially:
  NOW, X, YOU TOUCH...
  NOW, X, YOU PLAY...
  NOW, X, YOU PUT...
  NOW, X, YOU LOOK...
  NOW, X, YOU SMELL...
The rabbit (bunny)
The flowers
(Daddy's) face
(Mommy's) finger
(Mommy's) hair
(Mommy's) ring

A.V. and supplementary

S-101 song
ST-1 story script
GB-1 giant book
S-102 song

c EVA KING, 1968

PRELIMINARY DRAFT

Unit 101-2

I. OPENING/WARM UP: Good-morning Song S-101
P-1, P-2

Roll Call practice.
Pattern review: I AM X, etc.
Teacher models briefly with puppets first.

II. ACTIVITY

A. Story retelling ST-1, GB-1
Teacher retells story
GUESS WHO IS HERE AGAIN TODAY. OUR TWO FRIENDS, PAUL AND JUDY, ARE HERE AGAIN.
Children participate in story's activities, as before (see script and previous suggestions)
Teacher encourages choral responses.

B. New song: Touch song S-1
1. Teacher sings alone and acts out activities of song. Presents only two verses.
2. Teacher calls on one or two children (COME HERE, X) to stand next to teacher and "play" commands of song.
3. Class joins in singing and acting out commands of song.

III. CLOSING: Good-bye song S-102

MAIN PATTERNS

Same as previous days

TOUCH YOUR HEAD!
TOUCH YOUR FOOT!

A.V. and supplementary

S-101 song
ST-1 script
GB-1 giant book
S-1 song
S-102 song

c EVA KING, 1968

PRELIMINARY DRAFT

Unit 101-3

I. OPENING/WARM UP: S-1ol, P-1, P-2.

Good-morning Song
Roll call practice
Pattern review: HOW ARE YOU, etc.
Teacher models briefly with puppets first.

II. ACTIVITY: Touch song S-1

A. Teacher and class sing and act out verses one and two.
B. Teacher introduces new verses three and four, one at a time.
   Teacher sings alone and acts out new activity of song.
   Teacher calls on children to stsand next to teacher and obey commands of verses three and four of song.
   Class joins in singing and "obeying" commands of song.

C. Story retelling, ST-1, GB-1
Children participate with story. Choral repetition of teacher's models on every page.

III. CLOSING: Good-bye song S-102

MAIN PATTERNS

Same as previous days

TOUCH YOUR NOSE!
touch your eye!

A.V. and supplementary

S-101 song
P-1 puppet
P-2 puppet
S-1 song
ST-1 script
GB-1 giant book
S-102 song

c EVA KING, 1968

PRELIMINARY DRAFT

Unit 101-4

I. OPENING/WARM UP: Good-morning song S-101

Roll call and pattern practice as previous days.

II. ACTIVITY: Song S-1, puppet P-1

A. Touch song, S-1
Teacher and class sing and act out command of song, same as previous days.

B. "Pancho says" game
Pancho gives commands, same as in S-1 song (like "Simon Says")
1. Pancho "commands" entire class.
LISTEN TO PANCHO! Teacher prompts.
2. Teacher then divides class into two groups and Pancho directs commands alternately to each group (WHO CAN DO WHAT PANCHO SAYS?)
3. Pancho addresses commands at individual children. Time permitting, all children should get a chance.

C. Touch song S-1.
Same as above, again.

III. CLOSING: Goodbye song S-102

MAIN PATTERNS

Same as previous days

Commands of S-1 song, plus:

HAIR, FACE.

STAND UP! (class)
SIT DOWN! (class)
STAND UP! (X)
SIT DOWN! (X)

A.V. and supplementary

S-101 song
S- 1 song
P-1 puppet
S-102 song

c EVA KING, 1968

PRELIMINARY DRAFT

Unit 101-5

I. OPENING/WARM UP: Good-morning song S-101

Roll call practice.
I AM -- YOU ARE pattern review.

II. ACTIVITY: ST-1, GB-1, P-1, S-1

A. Story retelling: see script
Teacher retells story with choral responses and active individual participation.

B. Touch song S-1, as before, adding verse 5, incorporating new vocabulary (parcel)

C. Pancho says game, same as previous day
Expand as needed, including new vocabulary

III. CLOSING: Goodbye song S-102

MAIN PATTERNS

Commands of S-1,
plus:

FINGER
MOUTH

A.V. and supplementary

S-101 song
ST-1 story script
GB-1 Giant book
P-1 puppet
S-1 song
S-102 song

c EVA KING, 1968

PRELIMINARY ~~REPORT~~ DRAFT

Unit 101-6

I. OPENING/WARM UP: S-1, P-1, name tag for P-1

Good morning song.
Practice with Pancho puppet:
MY NAME IS...
HERE IS MY NAME

II. ACTIVITY: ST-1, S-3, S-104

A. Thumkin song S-3
Review and continue with "tall man, ring man".
B. Story retelling:
Teacher retells story eliciting most of the text from the children.
C. Brother John song S-104 (bi-lingual)
Micronesian teacher can teach in vernacular.
Children indicate motion of bell by arm movement.

III. CLOSING: Goodbye song S-102

MAIN PATTERNS

Same as previous days

See song script

A.V. and supplementary

S-101 song
P-1 puppet
name tag for P-1
S-3 song
S-104 song
S-102 song

c EVA KING, 1968

PRELIMINARY DRAFT

Unit 101-7

I. OPENING/WARM UP: S-101, P-1, P-2.

Good morning song S-101
Review: dialogue with puppets P-1 and P-2

II. ACTIVITY: Story and songs review

A. Story review ST-1, GB-1
Teacher calls on two or three individual children to do Paul and Judy, teacher prompts as needed.

B. Touch song S-1
C. Pancho says game P-1 puppet
Teacher reviews all commands of song plus extras previously added.
D. Brother John song, S-104 and Bell.
Teacher rings bell,
Calls on child to "Be" brother john.
Class sings song, X rings bell at appropriate place in song.

III. CLOSING: Good-bye song S-102

MAIN PATTERNS

SAME AS PREVIOUS DAYS.

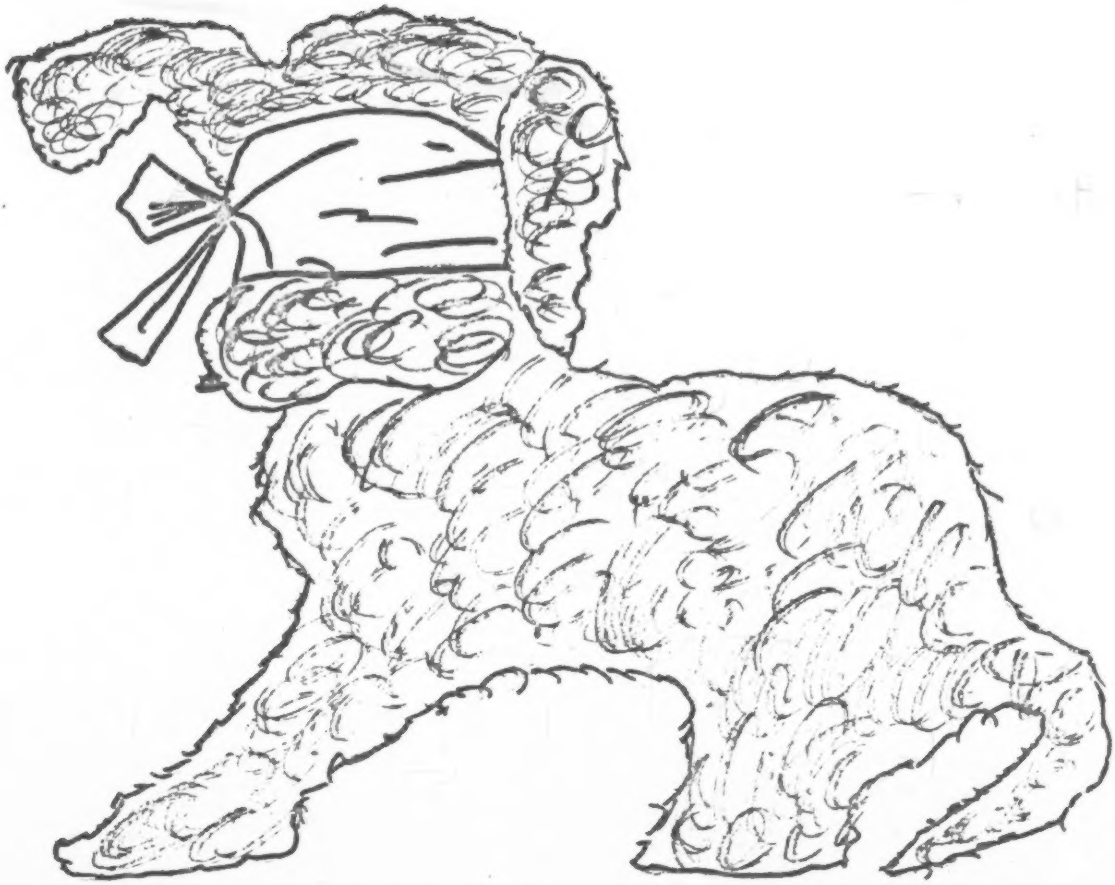
A.V. and supplementary

S101 song
P-1 puppet
P-2 puppet
ST-1 script
GB-1 giant book
S-1 song
S-104 song
bell
s-102 song

c EVA KING, 1968

Unit 102

Muffin



UNIT 102: Muffin

Plans: 102-1 to 102-10

Story: ST-2

Song:
- S-1 Touch Song
- S-2 Muffin Song
- S-3 Listen and Touch Song

Realia:
- Giant Book
- Tape/disc.
- Toy dog
- Hanky
- Toys:
  - Telephone
  - Cat
  - Dog
  - Car
  - Bell
  - Fire engine
  - Bunny
- Puppets
- Classroom instruments
- Touch objects:
  - Ring
  - Bell
  - Guitar
  - Bunny rabbit (use Paul and Judy page)
  - Flower
  - Mirror, etc.

INTRODUCTION TO UNIT 102: MUFFIN

LITERARY REFERENCE TEXT:

Wise Brown, Margaret. Noisy Book
Harper and Row, Inc., New York, N. Y.

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 102-1 through 102-10).
2. To perceive and identify aurally the sounds of animals and machines.
3. To produce orally (imitate) the sounds made by animals and machines.
4. To perceive and identify aurally the sounds of musical instruments.
5. To perceive and identify by touch (without seeing or hearing) objects, animals, etc. from the child's surroundings.
6. To make a connection from perceiving the sounds or the feel of items in the story to perceiving other things surrounding a human being, by means of "hearing" or "touching".
7. To be able to sing the related story songs, either chorally or individually.

BACKGROUND AND SUGGESTIONS

The text of the Muffin sequence represents a considerable departure from the original "Noisy Book" inasmuch as the language used is consistently patterned. Again, the Muffin unit, similar to Paul and Judy (U-101) attempts to open the pupil's perception by employing senses other than visual, particularly the sense of "listening" and the sense of "touch".

There is consistent repetition of words, structures and situations. Care should be taken to coordinate properly the recorded sound effects with the Giant Book illustrations. The sequence should be as follows:

1. Teacher says: "What can Muffin hear now? " Simultaneously a "blank page" (no illustration) must be open in the book.
2. Teacher plays sound effect from tape recorder. (No illustration appears in book).
3. Teacher says: "Yes, Muffin can hear . . . ", and simultaneously turns page to show illustration of the animal (or thing) which has made the "sound".

"Can you hear
what you don't see?"

"Can you hear
what you don't see?
Can you feel
what you don't hear?"

Unit 102-1

I. OPENING/WARM UP:

Good morning song S-101

Pattern practice: TOUCH YOUR HEAD/NOSE/etc.

Touch your head song S-1

II. ACTIVITY: NEW STORY ST-2 "Muffin", GB-2, T-2

A. Teacher introduces new story:
TODAY, HERE IS A NEW FRIEND, A LITTLE DOG. MUFFIN IS HIS NAME.

B. Teacher presents story:
1. Teacher stops and starts sound effects tape so that sound is heard before appropriate picture is shown.
2. Class guesses. Teacher repeats the name of the guessed object (in English) while pointing to picture now made visible. Names in English to be reinforced several times.

C. Teacher repeats story.

D. Teacher asks comprehension questions by turning to appropriate pages.
1. WHAT'S WRONG WITH MUFFIN?
2. CAN HE SEE? (NO, HE CAN'T SEE)
3. CAN HE HEAR? (YES, HE CAN HEAR)
4. WHAT CAN HE HEAR? (RECOUNT)
5. WHAT MAKES HIM HAPPY? (ANOTHER DOG)

III. CLOSING: Good bye song S-102

MAIN PATTERNS

What can Muffin hear?
Yes, he can hear a _____.
Yes, he can hear a _____.
Can (Muffin) see?
Can (Muffin) hear?
Yes, (Muffin) can hear.
No, (Muffin) can't see.

A.V. and supplementary

S-101 song
S-102 song
ST-2 story script
GB-2 giant book
T-2 tape/disc.

c Paul and Eva King

PRELIMINARY DRAFT

Unit 102-2

I. OPENING/WARM UP:

Good morning song S-101

II. ACTIVITY: Muffin Story retelling, ST-2, GB-2, and toy dog.

A. Teacher calls on individual child to put hanky on toy dog.
HERE IS MUFFIN. MUFFIN HURT HIS EYES.
WHO CAN BE THE DOCTOR?
CAN YOU PUT A HANKY ON MUFFIN?

B. Teacher asks toy dog (and answers for him):
MUFFIN, CAN YOU SEE? (NO, I CAN'T SEE)
MUFFIN, CAN YOU HEAR? (yeS, I CAN HEAR)

C. Teacher retells story with GB-2 and T-2 sound effects tape prompting class into complete language patterns as they "guess" what Muffin hears (MUFFIN CAN HEAR A_____)

III. ACTIVITY: New song, S-2 "Muffin" song

A. Teacher introduces new song.

B. Children hum.

C. Teacher sings song again. Teaches it, line by line.

D. Teacher and class join in singing.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Here is Muffin.
Muffin hurt his eyes.
Can you put a hanky on Muffin?
Who can be the doctor?
Can you see?
No, I can't see.
Can you hear?
Yes, I can hear.

A.V. and supplementary

S-101 song
S-102 song
S-2 song
GB-2 giant book
T-2 tape/disc
Toy dog
Hanky

c Paul and Eva King

PRELIMINARY DRAFT

Unit 102-3

I. OPENING/WARM UP:

A. Good morning song S-101

B. "Ramona says" game, modelling with puppets P-1 and P-2.

II. ACTIVITY: Muffin story dramatization and song

A. Story retelling: Teacher selects child to be "Muffin", puts hanky over eyes; teacher ~~class~~ asks child and also class whether he can see or hear, as per patterns.
Teacher repeats with several individual children.

B. Story retelling with Muffin song:
Teacher presents story with GB-2 and T-2 tape/disc, however, after each WHAT CAN MUFFIN HEAR?
Now back to regular questions, and ahead of the sound effect, teacher and class sing the Muffin song S-2.
Again, teacher uses several children - alternates them after every two or three sound effects.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Who can be Muffin?
Now, you are Muffin.
Now, (X) is Muffin.
(Muffin), can you see?
  No, I can't see
(Muffin), can you hear?
Yes, I can hear?
Can Muffin see?
No, he can't see.
Can Muffin hear?
Yes, he can hear.
What can (Muffin) hear now?
Listen!!
Listen carefully!

A.V. and supplementary

S-101 song
S-102 song
S-2 song
GB-2 giant book
T-2 tape/disc
Hanky
Toys as needed for opening
  pattern practice.

c Paul and Eva King

PRELIMINARY DRAFT

Unit 102-4

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice with toys from Muffin story
   WHAT CAN PANCHO TOUCH?
   WHAT CAN RAMONA TOUCH?
   (X), TOUCH A_____.
   With choral responses

II. ACTIVITY: MUFFIN sound activity with GB-2 and T-2

A. Creation of sounds
1. Teacher quickly shows pictures of GB-2 and asks class to identify object on pages.
   Teacher prompts, as necessary, and reinforces: YES, THAT'S A_____.
2. Teacher asks individual children to create sound represented by object in picture.
   Teacher assists children as needed.

B. Recognition of sounds:
1. Teacher: MUFFIN CAN HEAR MANY THINGS. YOU CAN HEAR MANY THINGS, TOO. LISTEN AND GUESS - WHAT CAN YOU HEAR?
   Teacher imitates some sounds such as "meow" of cat, "bow-wow" of dog.
2. Teacher asks individual children to make any sound effect of their choice.
   Teacher may quickly whisp~~p~~er suggestion to child such as: A CAT, A TRAIN, ETC.
3. Individual children and/or class try to recognize sounds made.
   Teacher gives name in English if no answer, or if class calls out in the native language.

III. ACTIVITY: Brother John song s-104 with bell.

A. WHAT IS THIS? (A BELL)

B. WHAT CAN YOU SEE? (A BELL)
   WHAT CAN YOU HEAR? (A BELL)

C. WHAT CAN BROTHER JOHN HEAR? (A BELL)
   Teacher calls on child to "be" Brother John and ring the bell to class:

MAIN PATTERNS

What can (x) touch?
What is this?
That's a _____.
Yes, that's a _____.
What can a (clock) say?
(cat, etc)
Ring the bell, X!
What can (x) hear?

A.V. and supplementary

S-101 song
S-102 song
S-104 song
S-2 song
GB-2 giant book
T-2 tape/disc
Toys: telephone, cat, dog, car, bell, fire engine, bunny.
Puppets P-1, P-2

c Paul and Eva King

RING THE BELL, X.
WHAT CAN YOU HEAR?

D. Teacher and class sing song s-104

IV. CLOSING: Good bye song S-102

c Paul and Eva King

PRELIMINARY DRAFT

Unit 102-5

I. OPENING/WARM UP: Good morning song S-101

WHAT'S THIS? WHAT'THIS? pattern practice with P-1 puppet and GB-2

Teacher points to pictures, prompts first choral then individual response.

II. ACTIVITY: "Can Hear" musical game

A. Teacher has musical instruments of classroom prepared such as guitar, drum, bell, whistle, jingle bells, etc.

B. Teacher rapidly names instruments and demonstrates to class sounds while re=emphasizing names in English.

C. Teacher calls on the individual children to "play" musical instrument, to familiarize further.

D. Teacher blindfolds individual children who then guess the instrument played. Teacher asks name of instrument, and then repeats it in English.

E. Teacher and class now intersperse Muffin Song into activity substituting name of blindfolded child for "Muffin" (Song S-2).

III. CLOSING: Good bye song S-102

MAIN PATTERNS

(X), now you can play the.______.
(X), can you see?
(X), can you hear?
(X), what can you hear now?

What can (X) hear now?

A.V. and supplementary

S-101 song
S-102 song
S-2 song
GB-2 book
Classroom instruments
Hanky
Puppet P-1

c Paul and Eva King

PRELIMINARY DRAFT

I. OPENING/WARM UP:

A. Good morning song s-101

B. Muffin pattern practice: with toy dog, hanky (with rubber band)
WHO CAN BE THE DOCTOR?
DOCTOR, CAN YOU PUT THE HANKY ON?
DOCTOR, CAN YOU TAKE THE HANKY OFF?
Teacher to class: CAN MUFFIN SEE/HEAR? (class responds)

II. ACTIVITY: "Can hear" activity

A. Same activities as previous day (102-5) except teacher shortens the demonstration of sounds and expands (repeats) steps 3,4, and 5.

B. Transition to new song:
HERE IS ANOTHER SONG THAT MUFFIN'S FRIENDS SING TO HIM. LISTEN!

III. ACTIVITY: New song, "Listen and touch" song, part A, S-3A

A. Teacher sings song.

B. Teacher sings and class hums song.

C. Teacher teaches song line by line. Children might clap on "one, two, three" to get concept.

D. Teacher and class join in singing.

IV. CLOSING: Good bye song S-102

Unit
102-6

MAIN PATTERNS

Doctor
Put on!
Take off!
One, two, three.

A.V. and supplementary

S-101 song
S-102 song
S-3A song
Muffin toy dog
Hanky (with rubber band)
Classroom instruments

c Paul and Eva King

PRELIMINARY DRAFT

Unit 102-7

I. OPENING/WARM UP:

Good morning song S-101

Muffin song S-2

Listen and touch song S-3A

II. ACTIVITY: Touch activities

A. Teacher : ~~Muffin can't see.~~ MUFFIN CAN'T SEE. AND TODAY, LET'S PLAY A GAME. TODAY, MUFFIN CAN'T SEE AND MUFFIN CAN'T HEAR. THE DOCTOR PUTS A HANDKERCHIEF OVER MUFFIN'S EYES AND EARS. NOW MUFFIN CAN'T SEE AND MUFFIN CAN'T HEAR.

B. Teacher: WHAT CAN MUFFIN DO?
Teacher demonstrates in gestures to elicit replies, "touch", "smell".

C. Teacher calls on individual children to be "Muffin"; puts on hanky over eyes and ears:
TODAY YOU CAN BE MUFFIN.
YOU CAN'T SEE, AND YOU CAN'T HEAR.
YOU CAN TOUCH.

D. Teacher shows touchable objects. Names them ~~;~~(choral responses)

E. Teacher asks blindfolded child to touch object and guess what it is:
NOW TOUCH THIS. WHAT IS IT?

III. ACTIVITY: Listen and touch song S-3-B

A. Teacher introduces and sings verse 3-B of listen and touch song.

B. Same activity as day before, with new verse (S-3-B)

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Muffin can't see and Muffin can't hear.
You can't see and you can't hear.
You can touch.
Now touch this.
What is it?

A.V. and supplementary

S-101 song
S-102 song
S-2 song
S-3 A song
S-3B song
Touch objects: ring, bell, guitar, bunny rabbit (use Paul and Judy page), flower, Pancho, Ramona, mirror, etc.

PRELIMINARY DRAFT

Unit 102-8

I. OPENING/WARM UP:

A. Good morning song S-101

B. Brother John activities, as before, including S-104 song.

II. ACTIVITY: Touch and "can hear" activities

A. Teacher and class repeat game activities of previous day.
Listen and Touch song S-3 AB, as perprevious two days, with appropriate pacing and expansions.
Teacher uses as many children as possible,reinforces with choral and individual responses.
Teacher reteaches songs as needed.

B. Open/close--eyes game.
1. CLOSE YOUR EYES.
WHAT DO YOU HEAR?
~~KOPEN-YOUR-EYES.~~
OPEN YOUR EYES.
WHAT DO YOU SEE?
Teacher addresses entire class with above.
2. Teacher repeats with ~~infi~~ individual children with same commands and questions.
3. Listen and touch song 3-AB

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Close your eyes.
Open your eyes.
What do you hear?
What do you see?

A.V. and supplementary

S-101 song
S-102 song
S-104 song
S-3 AB song

c Paul and Eva King

PRELIMINARY DRAFT

I. OPENING/ WARM UP:

A. Good morning song S-101

B. Pattern review.

II. ACTIVITY: REVIEW

A. Teacher retells Muffin story ST-2.
Teacher prompts class to do most of the story telling.

B. Class sings Muffin song S-2, as part of se story, at "blank" pages.

C. Teacher and class sing, doing activities, listen and touch song S-3AB

III. ACTIVITY: SONG REVIEW

S-1 Touch your head song
S-103 Thumkin song
S-104 Brother John song

IV: CLOSING: Good bye song S-102
with embrace for "Muffin"

Unit 102-9

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-103 song
S-104 song
S-1 song
S-2 song
S-3AB song

c Paul and Eva King

Unit 102-10

MAIN PATTERNS

I. OPENING/WARM UP: Same as previous day

II. ACTIVITY: Same as previous day

III. CLOSING: Same as previous day

c Paul and Eva King

Unit 103

Halloween

UNIT 103: Halloween

Plans: 103-1 to 103-3

Story: -

Song: S-105 Halloween Song

Realia: Pumpkin (orange)
Cat (black)
Owl (white)
Bat (black)
Ghost (white)
Witch (black)

INTRODUCTION TO UNIT 103: HALLOWEEN

LITERARY REFERENCE TEXT:

None

OBJECTIVES

1. To comprehend and produce the basic language patterns of the unit (Daily Lesson Plans 103-1 to 103-3).
2. To participate in the activities both through listening/comprehension and oral responses.
3. To be able to sing and/or tell the chants of the unit.

BACKGROUND AND SUGGESTIONS

In addition to the game activities of this unit, children can "impersonate" various animals (cat, owl, etc.).

The colors of white, black and orange are introduced and it is expected that the children will eventually be able to recognize these colors; some of the children will be able to reproduce them with crayons.

PRELIMINARY DRAFT

Unit 103-1

I. OPENING/WARM UP: Good morning song S-101

Roll call practice

II. REVIEW: Thumkin Song S-103

Continue review and add "Littleman"

III. ACTIVITY: Halloween Game and song S-105

A. Teacher introduces and sings song.
Teacher demonstrates game: puts picture backwards, sings song, and says:
WHAT AM I?
Teacher puts on picture and calls out name of picture: A CAT.
I AM A CAT.
Children say: YOU ARE A CAT.

B. Teacher repeats each picture with child having turned over picture.
Teacher selects responsible models, prompts as necessary.
Child-class interchange of patterns.

C. Teacher repeats with different child for each picture.

D. Teacher and children sing Halloween song every time before child asks:
WHAT AM I? (before picture is shown).

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as before.

What am I?
I'm a ______
Pumpkin
Cat
Owl
Bat

What am I?
A cat.
I am a cat.
You're a cat, etc.

A.V. and supplementary

S-101 song
S-103 song
S-105 song
S-102 song
Props: Pumpkin (orange)
Cat (black)
Owl (white)
Bat (black)

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 103-2

I. OPENING/WARM UP: Good morning song S-101

Pattern practice.

II. REVIEW: Touch song S-1

A. Teacher gives touch commands, children respond by carrying them out.

B. Teacher and children sing touch song.

III. ACTIVITY: Halloween Game and Song S-105

A. Teacher pre-selects two previously presented pictures to children.
Teacher and class sing song with children.
Each child says to class: WHAT AM I?
Class responds chorally.
Teacher then points to a child for individual answer.

B. Teacher repeats with two different children and two different pictures until all pictures are "guessed".

C. Teacher introduces new pictures as day before.
Choral and individual responses.

D. . Teacher introduces Halloween colors at appropriate pictures.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as before, plus:

What am I?
I'm a ______________
Ghost
Witch

a black cat
an orange pumpkin
a white owl
a black bat
a black witch

A.V. and supplementary

S-101 song
S-1 song
S-105 song
S-102 song
Props: pumpkin (as previous day)
cat (as previous day)
owl (as previous day)
bat (as previous day)
ghost (white)
witch (black)

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 103-3

I. OPENING/WARM UP: Good morning song S-101

Pattern practice:
Touch song S-1
Touch practice

II. ACTIVITY: Halloween Game and song review S-5

A. Teacher repeats game using all pictures from previous day
Teacher connects (adds) colors to objects (pictures)
Teacher brings in actual pumpkin.

B. Halloween song S-105

C. Brother John song S-104
Teacher uses bell.
New children should be called upon to use bell as before.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Same patterns as before, plus:
White
Black
Orange

What color is ________?
this cat, etc.

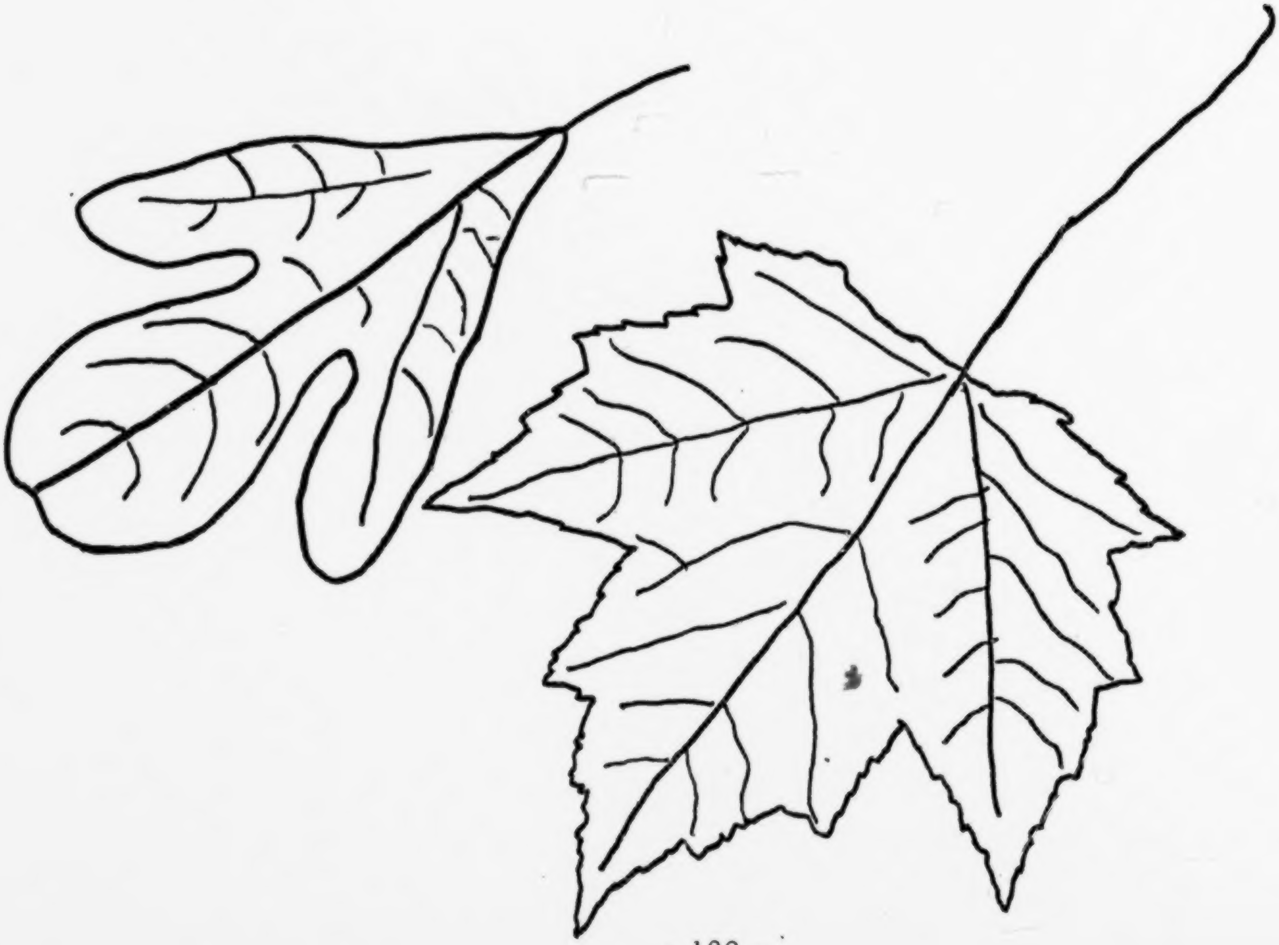
A.V. and supplementary

S-101 good morning song
S-105 Halloween song
S-1 Touch song
S-102 Goodbye song
Props: Pumpkin
Cat
Owl
Bat
Ghost
Witch
S-104 song

c PAUL AND EVA KING

Unit 104

Falling Leaves



UNIT 104: Falling Leaves

Plans:	104-1 to 104-9
Story:	ST-4
Song:	S-4 Wind Song S-5 Falling Leaves Song
Realia:	Giant Book Ring Mirror Bunny Flower Bell Paper leaves: Green Red Yellow Brown Orange Manilla or buff paper

INTRODUCTION TO UNIT 104: FALLING LEAVES

LITERARY REFERENCE TEXT

Bancroft, Henriette, Down Come The Leaves
Thomas Y Crowell Co. , New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 104-1 through 104-9).
2. To perceive, identify and produce the motions of walking, falling, jumping, running and blowing.
3. To perceive, identify and produce the colors of green, red, yellow, and brown.
4. To be able to sing the related story songs either chorally or individually.

BACKGROUND AND SUGGESTIONS

The language patterns of the Falling Leaves sequence represent a considerable departure from the original literary reference text inasmuch as they are consistently organized and repeated.

In this unit, the pupil's perception is directed toward recognizing "motion" such as walking, falling, jumping, running, etc. In addition, colors of red, green, yellow and brown are introduced.

Care should be taken to expose the children to the colors as they are being introduced, not only through "paper leaves" but if possible through actual leaves collected in the woods.

Real fall leaves in appropriate colors should be used when making up the Giant Book.

PRELIMINARY DRAFT

Unit 104-1

I. OPENING/WARM UP: Good morning song S-101

Two children sing song with teacher

Pattern practice, guessing: WHAT AM I?
Expand to ring/mirror/bunny/flower.

II. ACTIVITY: New story (leaves & colors) ST4, GB-4

A. Teacher introduces new story:
HERE ARE TWO NEW FRIENDS TODAY, JUAN AND MARIA. LET'S GO WITH THEM TO LOOK AT THE LEAVES.

B. Teacher tells story using gestures, expressions and pointing to pictures.
Teacher brings in real leaves.
Teacher "drops" leaves to demonstrate falling leaves, at end of story.

C. Transition to new song: AND THIS IS A SONG ABOUT FALLING LEAVES, JUAN AND MARIA CAN SING IT. YOU CAN TOO. LISTEN.

III. ACTIVITY: New song S-4 A-B and falling leaves.

A. Teacher sings new song alone, verses one and two.

B. Teacher repeats song, children hum tune.

C. Teacher uses gestures and motions with song (wind falling, covering ground, flying, leaves about ground)

IV. CLOSING: Good bye song S-102

c PAUL AND EVA KING

MAIN PATTERNS

Per story ST-4

A.V. and supplementary

S-101 song
ST-4 story
GB-4 giant book
S-4 A-B song
S-102 song
props: Ring, mirror, bunny, flower.

PRELIMINARY DRAFT

Unit 104-2

I. OPENING/WARM UP:

A. Good morning song S-101.

B. Pattern practice with props as needed
GUESS! WHAT AM I?
Add props of wind/leaf.

II. ACTIVITY: LEAVES AND COLORS.

A. Teacher retells story **ST-4** using **TB-4** with gestures, while prompting class in choral responses.
Teacher encourages choral response of actual speech, de-emphasizing explanatory phrase ("says X").

B. Wind song S4A-B and skipping activity
- a. Teacher sings S-4 A-B song, teaches verse one, line by line.
- b. Teacher and class sing together.
- c. Teacher demonstrates first with one child how to skip.
- d. Teacher and class sing (with gestures) verse one, while two children skip and then "fall down" at the ~~ten~~ end of song.
- e. Teacher repeats verse one with different small groups of children, until all had a chance, if possible.
- f. Teacher sings entire song (verses one and two), class joins.

III. CLOSING:

Good bye song S-102

MAIN PATTERNS

The leaves are falling.
The children are running.
The children are jumping.
And the leaves are falling and falling.
(Color) leaves.
(green)
(red)
(yellow)
(brown)
look! Look at(the leaves).
The wind is blowing.
(Juan, Juan) can run.
(Maria) a can jump.
(X) can run.
(X) can jump.
(X), you can run.
(X), you can jump.

A.V. and supplementary

S-101 song
Props as used during opening/warm up:
ST-4 story
GB-4 giant book
S4 A-B song
S-102 song

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 104-3

I. OPENING/WARM UP:

Good morning song S-101
Pattern practice: GUESS! WHAT AM I?
Include wind/leaf.

II. ACTIVITY:

Story ST-4

Story with choral responses and running and jumping activity.

A. Teacher ~~rell~~ re-tells story while prompting class with choral responses.

B. Teacher now concentrates on frames four and five.
Teacher calls on individual children to "run" or "jump" through the "leaves" (several different children).
JUAN AND MARIA CAN DO MANY THINGS;
JUAN AND MARIA CAN RUN/CAN JUMP.
YOU CAN, TOO.

C. Teacher sings verses one and two of song S4 A-B.
Children join in verse one.
Same as previous day.

D. Teacher calls on several groups of children to act out song while teacher and class sing verse one as before.

E. Teacher and class sing verse one (with gestures), while two children skip, and at the end, "cover the ground" (fall down)

III. CLOSING:

Good bye song S-102

MAIN PATTERNS

Juan can ________.
(run)
(jump)
etc.

You can ________.
(run)
(jump)
etc.

A.V. and supplementary

S-101 song
ST-4 story
S-4 A-B song
S-102 song
Props as needed for opening/warm up, including wind and leaf.

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 104-4

I. OPENING/WARM UP:

Good morning song S-102
Review song S-103 (Thumkin)
Review song S-104 (Brother John)
Review song S-4 A-B (Wind song).
Teacher reinforces as needed.

II. ACTIVITY: ST-4story with choral responses and choral recognition

A. Teacher: TODAY, YOU CAN BE JUAN AND MARIA, TELL ME WHAT COLOR LEAVES YOU FIND.

B. Teacher re-tells story with choral responses by class. Children may act out frames four and five as before. Only a few at a time.

C. Teacher concentrates on frames six to nine.
Children supply Juan and Maria's responses, if possible (not teacher.)

D. At frame ten, teacher asks four children (one at a time) to come up and identify the four colors of the page.

III. ACTIVITY: Color game with paper leaves

A. Teacher drops colored paper leaves on floor.
(RED) LEAVES ARE FALLING, ETC.

B. Teacher asks child to pick up leaves of specific color. Child chooses leaf and gives it to another child as directed.

C. Teacher reinforces by asking child what color leaf it is.
Teacher prompts class if needed.

D. Children with leaves now are the teacher and repeatA (above).
Children say: (RED) LEAVES ARE FALLING.

IV. CLOSING: Falling leaves song S-4, with action if time permitts.

MAIN PATTERNS

Look, (red) leaves!
Show me a (red) leaf
(green)
(yellow)
(brown)

Give X a (red) leaf!
Give me a (green leaf.
What color is that leaf?
That's a (red) leaf.

A.V. and supplementary

S-102 song
S-103 song
S-104 song and bell
S-4-AB song
ST-4 story
GB-4giant book
Paper leaves
(colors: green, red, yellow, brown).

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 104-5

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice:
GUESS! WHAT COLOR IS THIS LEAF?
(Leaf, red, green, yellow, brown)
WHAT COLOR IS THIS? (object)
(Cat, witch, owl, bunny, pumpkin)

II. ACTIVITY: Falling leaves song S-5

A. Teacher: THE WIND IS BLOWING. SHOW ME HOW THE LEAVES ARE FLYING!
Teacher prompts class action with "flying leaves" gestures.
Teacher individualizes: SHOW ME HOW THE LEAVES ARE FLYING, X.

B. Teacher: HERE IS A NEW SONG ABOUT LEAVES FLYING IN THE WIND.

C. Teacher sings songs. Demonstrates the four different colors by holding up appropriate paper leaves at the proper spot.

D. Teacher gives out four colored leaves, one to each child, sings song again (slowly), and helps child hold up correct color when called for in song.

E. Class joins teacher in song.

F. Teacher repeats with other children (tries to group colors).

III. ACTIVITY: Color game

Same color activity as previous day.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

(per song)

A.V. and supplementary

S-101 song
S-5 song
S-102 song
Props as needed for opening/warm up
Paper leaves (red, green, yellow, brown)

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 104-6

I. OPENING/WARM UP:

A. Good morning song S-102

B. Roll call

C. Pattern practice:
GUESS! WHAT COLOR IS THIS______?

II. ACTIVITY: Falling leaves action song S-5 (variation)

A. Teacher, class and individual children sing and act out song as before.

B. Teacher sings song as above: at appropriate spot teacher holds up proper leaf and pauses in song. Prompts class into singing correct color.

C. Teacher: WHO CAN BE A LEAF IN THE WIND?
Gives four children the four colored leaves.
Teacher: YOU ARE ______ LEAF.
Children: I'M A ______ LEAF.
Class: X IS A ______ LEAF.
Children dance around while class sings.
All children make flying motions with hands as they sing.

D. Teacher repeats with other children. Lets all children participate, in rotation.

III. ACTIVITY: Color game, same activity as before.

IV. CLOSING: Wind song S-4-A-B, same as before.

c PAUL AND EVA KING

MAIN PATTERNS

Guess, what color is this______?

You are a ______ leaf.
I am a ______ leaf.
X is a ______ leaf.

A.V. and supplementary

S-102 song
S-5 song
S-4-A-B song
Props as needed for opening/warm up
Paper leaves in four colors
(red, green, brown, yellow).

I. OPENING/WARM Up:

A. Good morning song S-102

B. Pattern practice: roll call and greeting.

C. Patternpractice:
THIS IS A _____ LEAF.
IS THIS A _____ LEAF?
YES, IT IS.
NO, IT ISN'T.
With class, and then individually.

II. ACTIVITY: Leaf story ST-4

Teacher re-tells story with choral responses.
Teacher asks questions to class on frames four and five:
CAN X RUN/JUMP?
Teacher asks questions to class on frames six to nine:
WHAT COLOR IS THIS LEAF?

III. ACTIVITY: Wind song s-4 A-B

A. Song and skipping activity, verse one only.

B. Teacher: WHO CAN BE A LEAF? WHO CAN BE THE WIND?
Gives paper leaves to half the children (one to each child), and selects one child to be the "wind".

C. Teacher demonstrates with child how the wind is blowing.
"Wind" acts out (skips) while class sings song.

D. At end of song "wind" calls out a color of a leaf:
RED LEAVES!
And all "red" leaves fall down.
And so on with all four colors.

IV. ACTIVITY: Falling leaves S-5, same as before.

MAIN PATTERNS

Same as before, and:

CAN Maria run/jump?
Can (you) run/jump, X?
(Maria) can run/jump.
(I) can run/jump.

A.V. and supplementary

S-102 song
ST-4 story
GB-4 giant book
S-4-AB song
S-5 song
S-102 song
Paper leaves, four colors, as needed for opening/warm up.

Same activity as above (time permitting).

V. CLOSING: Good bye song S-102.

c PAUL AND EVA KING

PRELIMINARY DRAFT

Unit 104-8

I. OPENING/WARM UP:

A. Good morning song S-102

B. Object identification practice:
THIS IS A (CAT)
YES, THAT'S A (CAT)
NO, THAT'S A (CAT)
Teacher addressses class first. Choral response.
Teacher calls on the indiviidual child:
COME HERE, X, etc.

II. ACTIVITY: New color game

A. Class is seated on chairs in semi-circle.

B. Teacher: TODAY, JUAN AND MARIA ARE LOOKING FOR LEAVES.
WHO CAN BE JUAN AND MARIA?
Teacher selects two children.

C. Teacher: YOU ARE ALL LEAVES.
Gives each child visibly in his hand.

D. Teacher asks "Juan and Maria" to find a "green" leaf (red, etc.).
"orange" leaf is added to game

III. ACTIVITY: Story ST-4

Teacher re-tells story.

IV. REVIEW: Falling leaves song S-4-AB

MAIN PATTERNS

X, find a ______ leaf!
green
red
yellow
brown
orange

This is a ______ leaf

A.V. and supplementary

S-102 song
S-4-AB song
Props as needed for opening/warm up.
Paper leaves in four colors
(yellow, green, red, brown)
New paper leaf in orange.

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PRELIMINARY DRAFT

Unit 104-9

I. OPENING/WARM UP:

Same as previous day (Lesson 26)

II. ACTIVITY: New color game:

As above, all children holding one leaf.
"Juan" and "Maria" try to guess correct color.
If right, they get the leaf.
New children can "be" juan and Maria.
Leaves are backed by manilla or buff paper so that color is, of course, hidden until the children guess.

III. ACTIVITY: Leaf story ST-4

Teacher re-tells story with choral and individual responses

IV. SONG REVIEW: The Wind Song s-5

As before: children sing first, then act out.

MAIN PATTERNS

That's a ____ leaf.
Yes, it is.
No, it isn't.
Yes, here it is.

A.V. and supplementary

S-102 song
S-5 song
All props as needed for opening/warm up.
Paper leaves, color backed by manilla or buff paper (to hide one side of color)

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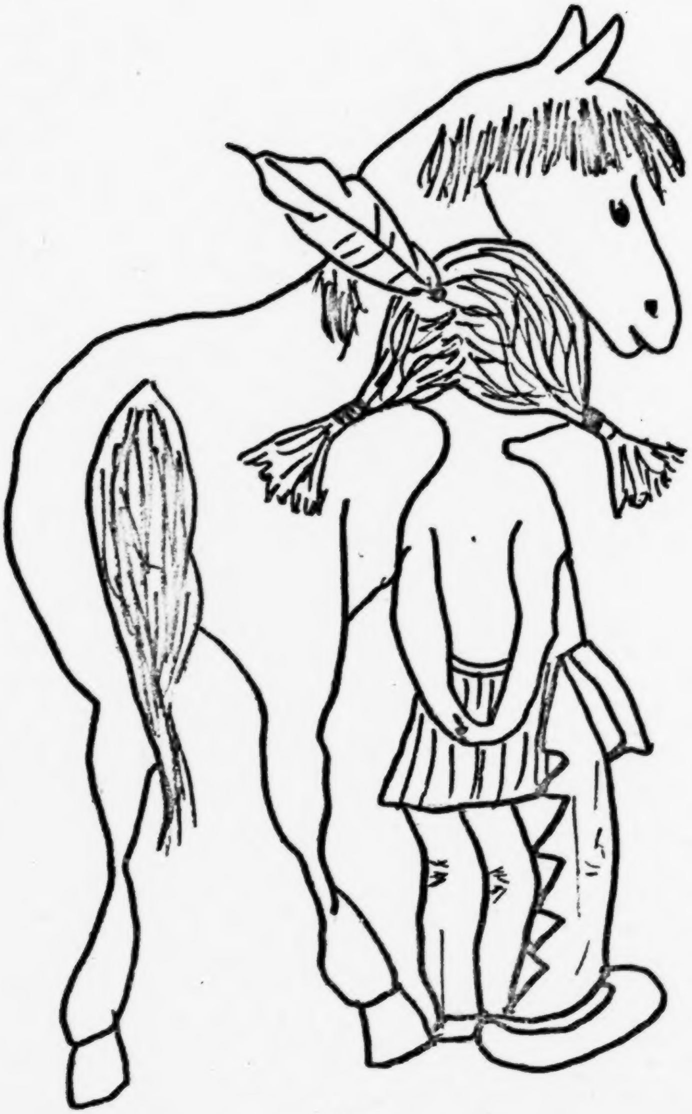
Unit 105

Indian Two Feet



UNIT 105: Indian Two Feet

Plans: 105-1 to 105-12

Story: ST-5

Song:
S-6 Walking Song
S-7 Wigwam Song
S-8 Ten Little Indians Song
S-9 Hurry, Little Horsey Song

Realia:
Giant Book
Paper cutouts of objects (using appropriate colors)
Stick horses
Drum
Tree
Log
Rock
Horse (can be stick horse)
Indian feather head dress
Bell
Puppet

INTRODUCTION TO UNIT 105: INDIAN TWO FEET AND HIS HORSE

LITERARY REFERENCE TEXT

Friskey, Margaret, Indian Two Feet
Children's Press, Chicago, Ill.

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 105-1 through 105-12).
2. To understand the Indian Two Feet story and to be able to follow it sequentially, both through comprehension and eventually through retelling.
3. To be able to participate in the activities of the story and story related games, particularly by recognizing, imitating and creating the actions of walking, dancing, the beating of the drum, riding, looking, painting, etc.
4. To be able to sing the story related songs either chorally or individually.
5. To make a connection from the basic story to the related story songs and activities.
6. To perceive the idea of numbers and to develop a readiness for recognizing and creating a consecutive count (some children perhaps to the count of ten, others to the count of three only).

BACKGROUND AND SUGGESTIONS

The text of this unit follows the literary reference text fairly closely.

Like the previous unit, the Indian Two Feet sequence introduces further action words and activities such as dancing, riding, etc. In addition, the children are introduced to number concepts, first through a song (Ten Little Indians), and subsequently through the use of the drum where number sequences are "pounded out".

When introducing the children to the concept of numbers, the teacher will notice a great difference in readiness between the pupils. Some will be able to count to ten almost from the beginning, while others may be able to go no further than perhaps to the number two or three. It should also be noted that it will be easier for the children to "recognize" a certain limited number of drum beats (let's say three beats as number three) than to create a definite number of beats on the drum (if, for instance, they would like to call "three friends", each of them represented by one beat). No efforts should be made at this point to introduce any type of addition or subtraction into these activities unless the children themselves indicate readiness for it.

" . . . and the horse finds him (her). "

PRELIMINARY DRAFT

Unit 105-1

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice with P-1 puppet
Teacher models with puppet.
FIND A (color) LEAF, X. (5 colors)
Puppet picks leaf and says: HERE IS A _____ LEAF.
Teacher puts leaves in basket, individual children find leaves.
Child says: HERE IS A _____ LEAF.

II. ACTIVITY: NEW STORY ST-5 Indian Two Feet with GB-5

A. Teacher introduces new story: TODAY, HERE IS A NEW FRIEND - INDIAN TWO FEET. JUST LIKE YOU. HE CAN DO MANY THINGS. BUT HE WANTS A HORSE. (Teacher shows picture on cover of GB5). HE WANTS TO RIDE (demonstrate) LISTEN!

B. Story telling:
Teacher tells story using gestures and pointing to pictures.

C. Native teacher may, if desired, ask comprehension question: WHAT WOULD INDIAN TWO FEET LIKE TO HAVE? (a horse). (Do not ask this in English, however.)

D. Teacher: CAN INDIAN TWO FEET DO MANY THINGS? (yes, he can do many things) LET'S LOOK AT WHAT HE CAN DO.
Teacher reinforces comprehension; by turning to appropriate pictures in story, and demonstrating: HE CAN WALK
DANCE
PLAY THE DRUM
PAINT
Teacher prompts choral responses.
Teacher follows through with individual children: INDIAN TWO FEET CAN DO MANY THINGS. YOU TOO CAN DO MANY THINGS JUST LIKE INDIAN TWO FEET. INDIAN TWO FEET CAN WALK. NOW YOU CAN WALK, X! (etc. as above) Teacher turns to appropriate pages in GB. Class follows each individual action with choral response: X CAN _____.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

He can _____

You can _____
walk
dance
play the drum
paint

(X) can _____

A.V. and supplementary

S-101 song
S-102 song
ST-5 story script
GB-5 giant book
R-1

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PRELIMINARY DRAFT

Unit 105-2

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice: FIND A (object) game, with P-2 puppet as model.
Same as previous day but using objects children have had in previous lessons (Paul and Judy, Halloween, etc.).
Teacher uses props.
FIND A BUNNY, (X)! etc.

II. ACTIVITY: STORY RETELLING ST-5, GB-5, drm.

A. Teacher retells story with choral responses (repetitions).
Teacher prompts and assists class as needed.

B. Individual activity, same as D from previous day (105-1)
Repeat same patterns.

C. Transition to new song:
INDIAN TWO FEET CAN DO MANY THINGS. HE CAN WALK, HE CAN PLAY THE DRUM, HE CAN PAINT, HE CAN DANCE... (with choral responses);
HE CAN SING, TOO. -- LISTEN!

III. ACTIVITY: NEW SONG, S-6-A WALKING SONG

A. Teacher introduces walking song, demonstrating activity.

B. Teacher sings song again, without activity, but showing appropriate pictures in GB, correlated with song:
woods/forest/sea/water/hill/hilltop

C. INDIAN TWO FEET CAN SING. YOU CAN SING TOO. SING WITH ME.
Class joins teacher in singing; teacher acts out "walking" with one child; if possible, also turns to appropriate pictures.

D. Class "walks" while singing song with teacher.
INDIAN TWO FEET CAN SING AND WALK. YOU CAN SING AND WALK TOO.
WALK AND SING WITH ME.

E. Individual children "walk" as class sings.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

He can sing.
(You) can sing.
He can sing and walk
(You) can sing and walk.
I am walking (in song)

A.V. and supplementary

S-101 song
S-6-A song
S-102 song
GB-5
ST-5
Props as needed for pattern review (paper cutouts of objects, using appropriate colors).
P-2

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PRELIMINARY DRAFT

Unit 105-3

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice: FIND A (color) (object) game, with P-1 as model.
Same props as previous day but including a "horse" (brown)
FIND A (brown) (horse), X! etc.

II. ACTIVITY:

A. Story retelling, ST-5, GB-5
Teacher prompts choral responses.
Teacher emphasizes action verbs including "ride" and also "woods," "water" and "hill".

B. Transition same as previous day, to song S-6-A.
Teacher adds question technique such as:
WHAT CAN HE DO? CAN HE WALK? HE CAN WALK etc.
up to:
CAN HE SING? HE CAN SING.
adding: CAN YOU SING? THEN SING WITH ME!
Class joins teacher in singing S-6-A song. Teacher turns pictures.
Teacher repeats song activity with small groups of children;
Teacher sings with groups.

III. ACTIVITY:

S-6-A WALKING SONG -- same as day 2, but change "walk" to appropriate pictures.

IV. CLOSING:

Good bye song S-102

MAIN PATTERNS

He can ride
(You) can ride.
He can ride and sing.
(You) can ride and sing.
I am riding (as in song).

A.V. and supplementary

S-101
S-6-A
GB-5
S-102

Props as needed for pattern review
Stick horses
P-1

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Unit 105-4

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice: same as 105-3

II. ACTIVITY: same as 105-3

III. ACTIVITY: NEW SONG, S-6-B RIDING SONG

A. Teacher turns to last page of GB-5.
NOW INDIAN TWO FEET HAS GOT A HORSE. HE CAN RIDE.
HE CAN RIDE TO THE WOODS (turns to appropriate page).
WATER (" " " " " " ").
HILL (" " " " " " ").
HE CAN RIDE AND SING. LISTEN!

B. Teacher sings song S-6-B. Then:
YOU CAN RIDE AND SING, TOO.

C. Class joins teacher in singing.
Teacher prompts one child to act out song using stick horse.

D. Class (or groups) "ride" stick horse while singing song with teacher.
Teacher turns appropriate pages.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

He can ride.
(You) can ride.
(He can ride and sing.
(You) can ride and sing.
I am riding (as in song)

A.V. and supplementary

S-101
S-6-A
S-6-B
S-102
GB-5
Props as needed for pattern review
Stick horses
P-1

c Paul and Eva King

Unit 105-5

I. OPENING/WARM UP:

Pattern practice:
    TEACHER: I AM WALKING
    Class: YOU ARE WALKING
    Teacher: YOU CAN WALK, (X).
    X: I AM WALKING
    Class: (X) IS WALKING.
Repeat with several children.
Class sings S-6-A Song (Walking song)

II. ACTIVITY:

A. Story retelling, ST-5, GB-5
with question technique at appropriate pictures:
CAN HE ______? HE CAN ______.
    WALK
    RIDE
    PAINT etc.
Teacher prompts choral responses of answers only (not of questions).
Teacher reinforces answers by repeating them as part of story telling.

B. Transition to new song (below):
INDIAN TWO FEET CAN DO MANY THINGS, etc -
same patterns as in transition to Walking Song,
adding:
HE CAN PLAY A DRUM. LISTEN!

III. ACTIVITY: NEW SONG S-7 WIGWAM SONG.

A. Teacher beats out song while humming melody.
B. Teacher sings song while drumming accompaniment.
C. Children hum melody using desks as "drum".
Teacher concentrates on teaching rhythm of song.
D. Teacher and class sing song together.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Can he (_____)?
He can (_____).
I am walking.
You are walking.
(X) is walking.

A.V. and supplementary

S-7
S-6-A
S-102
Drum
Stick horse

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice:
Teacher: I AM RIDING (stick horse)
Class: YOU ARE RIDING
Teacher: YOU CAN RIDE NOW, (X). (pointing out child)
X: I AM RIDING (stick horse)
Class: (X) IS RIDING.
Teacher repeats with several children.
Class sings S-6-B song (Riding song); individual children act out song with stick horse.

II. ACTIVITY:

A. Story retelling (ST-5, GB-5) with question technique concentrating on riding activities:
CAN HE RIDE A ____? HE CAN RIDE ____.
rock
tree
log
CAN HE RIDE A HORSE? NO, NOT YET.
CAN HE NOW RIDE A HORSE? YES, HE CAN.
Teacher prompts choral responses of answers only (not of questions).
Teacher reinforces answer by repeating them as part of story telling.

B. Teacher: INDIAN TWO FEET CAN RIDE MANY THINGS. HE CAN RIDE A ROCK.
TREE.
LOG.
You TOO CAN RIDE MANY THINGS JUST LIKE INDIAN TWO FEET.
Teacher uses props and acts out activity with individual children.
INDIAN TWO FEET CAN RIDE A ROCK. NOW YOU ARE INDIAN TWO FEET,
YOU CAN RIDE A ROCK, (X).
TREE
LOG
HORSE
Class follows each individual action with choral response:
(X) CAN RIDE A ____.

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Unit 105-6

MAIN PATTERNS

He can ride a ____
You can ride a ____
(X) can ride a ____
rock
tree
log
horse

A.V. and supplementary

S-101
S-6-B
S-7
S-102
Stick horse
Drum
Props: tree, log, rock, horse
(can be stick horse.)

III. ACTIVITY: WIGWAM SONG S-7

Teacher and children sing and drum.
Teacher teaches song line by line.
Teacher calls on one child to be Indian Two Feet and drum, while class sings.
Teacher repeats with as many children as possible.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

Unit 105-7

I. OPENING/WARM UP:

Good morning song S-101

II. ACTIVITY: Song Review with applicable action.

A. Touch Song, S-1

B. Thumpkin Song, S-103 (complete)

C. Brother John Song, S-104 (bilingual, using bell)

D. Halloween Song, S-105

E. Wind Song, S-4-A-B

F. Falling Leaves Song, S-5

G. Walking/Riding Song, S-6-A- B

H. Wigwam Song, S-7.

III. ACTIVITY: Find-the-horse Game

A. Teacher: WHO CAN BE INDIAN TWO FEET - AND LOOK FOR THE HORSE AND FIND THE HORSE?
One child puts on Indian feathers, turns around (closes eyes) to be "it".

B. Children sit in circle or semi-circle, with hands behind their backs, passing around the horse.

C. At teacher's signal children stop passing horse; "it" turns around and asks whether horse is here, or here, or there.
CLASS: FIND THE HORSE, INDIAN TWO FEET!
"It" points to a child: IS THE HORSE HERE/THERE?
Child X: NO, IT ISN'T HERE. Yes, HERE IT IS!
Teacher repeats game with several children, if time allows.

IV. CLOSING: , Good-bye song S-102

c Paul and Eva King

MAIN PATTERNS

Find the horse.
Is the horse here/there?
No, it isn't here.
Yes; here it is.

A.V. and supplementary

Indian feather head dress
Bell (for song)
Drum (for drum song)
Small toy horse (for game)

PRELIMINARY DRAFT

Unit 105-8

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern review from Unit 101, especially lessons 4,5, and 6.

II. ACTIVITY: "Can do" activities

A. Teacher sets up props around room (see AV below) leaning against chairs so the children can ride them.
INDIAN TWO FEET CAN DO MANY THINGS.
TODAY, LET'S DO ALL THE THINGS INDIAN TWO FEET CAN DO.

B. "can do" activities without props:
INDIAN TWO FEET CAN WALK. COME HERE, X. NOW YOU ARE INDIAN TWO FEET.
WALK/DANCE/SING.
Teacher calls on a child, gives him feathers (headdress).
Teacher repeats with several children.
Class reinforces: INDIAN TWO FEET CAN WALK/DANCE/SING.

C. "can do" activities with small props:
crayon and pad; drum;
Patterns as above, but for: PAINT/DRUM.

D. "can do" activities - walking to: CAN WALK TO _____.
woods; water; hill (can be a chair);
Patterns as above.

E. "can do" activities - riding: CAN RIDE A _____.
rock; tree; log, and stick horse.
Patterns as above.

III. ACTIVITY: New song, S-8 Ten Little Indians.

A. Teacher introduces new song, using fingers.
B. Children hum while teacher repeats song. Children imitate finger action.
C. Children join teacher in singing.
D. Teacher leads chorally into count of ten.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

You can _____
X can _____
You can ride _____
X can ride _____
You can walk to _____
X can walk to _____

A.V. and supplementary

Crayon and pad
Drum
Stick horse
Props for woods, water, rock, tree, log, hill (to lean against chair)

PRELIMINARY DRAFT

Unit 105-9

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice:
FIND THE (Object) game, using P-1 puppet as model:
PANCHO, YOU ARE INDIAN TWO FEET TODAY.
FIND A _____ (TREE, HILL, ROCK, LOG, HORSE)
P-1: HERE IS A _____.
Teacher then calls on individual children with same patterns.

II. ACTIVITY: Ten Little Indians song S-8.

A. Teacher chooses ten children, counting them off outloud (1,2,3 etc.)

B. Teacher count again with class joining.

C. Teacher distributes feather head dresses with class counting again.
(10 head dresses)

D. Teacher and class sing S-8 song. "Ten Indians" take a step forward, in succession, as per number in song. Teacher helps as necessary.

III. ACTIVITY: Drumming and counting game

A. Teacher and class sing Wigwam Song S-7. Teacher emphasizes drum.

B. Teacher introduces numbers/drum-game:
LISTEN. THE INDIAN BOYS ARE CALLING THEIR FRIENDS. LISTEN.
GUESS HOW MANY. LISTEN HOW MANY.
Teacher taps drum, class guesses number. Teacher prompts at first.
Teacher repeats with different numbers. (Easy enough for children)
Teacher emphasizes listening. (silent counting).

C. Teacher calls on child to be Indian Two Feet and tap the drum:
CALL (TWO) BOYS! Etc. (1 to 10).
Teacher and class help count as child taps the number. Teacher helps child coordinate counting and drumming if necessary. Teacher tries to match child's ability with command.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Guess, how many.
Listen! how many.
How many?
Call ---- boys
(1,2,3, etc.)

A.V. and supplementary

10 head dresses
drum
paper cutouts of object items
(for opening pattern practice)
P-1

PRELIMINARY DRAFT

Unit 105-10

I. OPENING/WARM UP:

A. Good morning song S-101

B. Numbers practice:
Teacher calls various names of children, children stand up;
Teacher asks class: HOW MANY _____ ARE THERE?
(BOYS/GIRLS)
Teacher prompts class, counting children if necessary.
(ONE, TWO, THREE, etc.)

II. ACTIVITY: Ten Little Indians song S-8

A. Teacher distributes 10 head dresses to then new children.
Activity as before.

B. Teacher and class sing S-8 song.

C. Teacher repeats with new set of children so that all children get change.

III. ACTIVITY: Drumming and counting game, variation

A. Same as previous day except children make own choices as to how many Indians they will call (1 to 10). Headdress.
CALL THE INDIAN BOYS, X.
(HOW MANY BOYS?)
(HOW MANY FRIENDS?)
Native teacher may help with this direction if necessary.

B. Child says the number he wishes to call, for example: ONE, or TWO, or THREE.
Child then taps drum.
If necessary, class may count outloud with child, as teacher helps coordinate drumming and number count as needed.

C. If possible, all children should take part, especially those not involved in previous days.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

same as previous day

How many _____ are there?
boys
girls

A.V. and supplementary

P-2 puppet
Head dresses (10)
Drum

PRELIMINARY DRAFT

Unit 105-11

I. OPENING/WARM UP: S-101 good morning song
Numbers practice

II. ACTIVITY:

A. Teacher retells Indian Two Feet Story ST-5 with GB-5. Children are encouraged to tell as much of story as possible right along.

B. Teacher divides class in "mothers" and "fathers" (boys and girls) to respond at appropriate pages.

C. Review individual commands from entire unit, involving a variety of patterns. Fast individual acting out.

III. ACTIVITY:

Review of songs:
(1) S-6-A Walking song.
(2) S-6-B Riding song
(3) S-7 Wigwam song.
(4) S-8 Ten Little Indian Song.

IV. ACTIVITY: New Song Introduction S-9 Hurry, Horsey!

BEFORE CHRISTMAS, INDIAN TWO FEET CAN SING A CHRISTMAS SONG AS HE RIDES ON HIS HORSE. LISTEN:

A. Teacher sings song.

B. Children hum.

C. Teacher teaches song.

D. Class sings with teacher.

V. CLOSING:

Good bye song S-102 with demonstration of "embrace":

Teacher gives different children head dress, and then embraces "Indian Two Feet". Repeat, if possible.

c Paul and Eva King

MAIN PATTERNS

review

A.V. and supplementary

Props as necessary

I. OPENING/WARM UP:

S-101 good morning song
Pattern practice: THIS IS A _____? etc.

II. ACTIVITY: INDIAN TWO FEET STORY RETELLING/DRAMATIZATION

Same as previous day (105-11)

III. ACTIVITY: SONG REVIEW

Same as previous day, especially: s-9 Hurry, horsey!

Also, if time permits, other "Indian songs" (see A.V.)

IV. CLOSING:

Good bye song S-102

c Paul and Eva King

Unit 105-12

MAIN PATTERNS

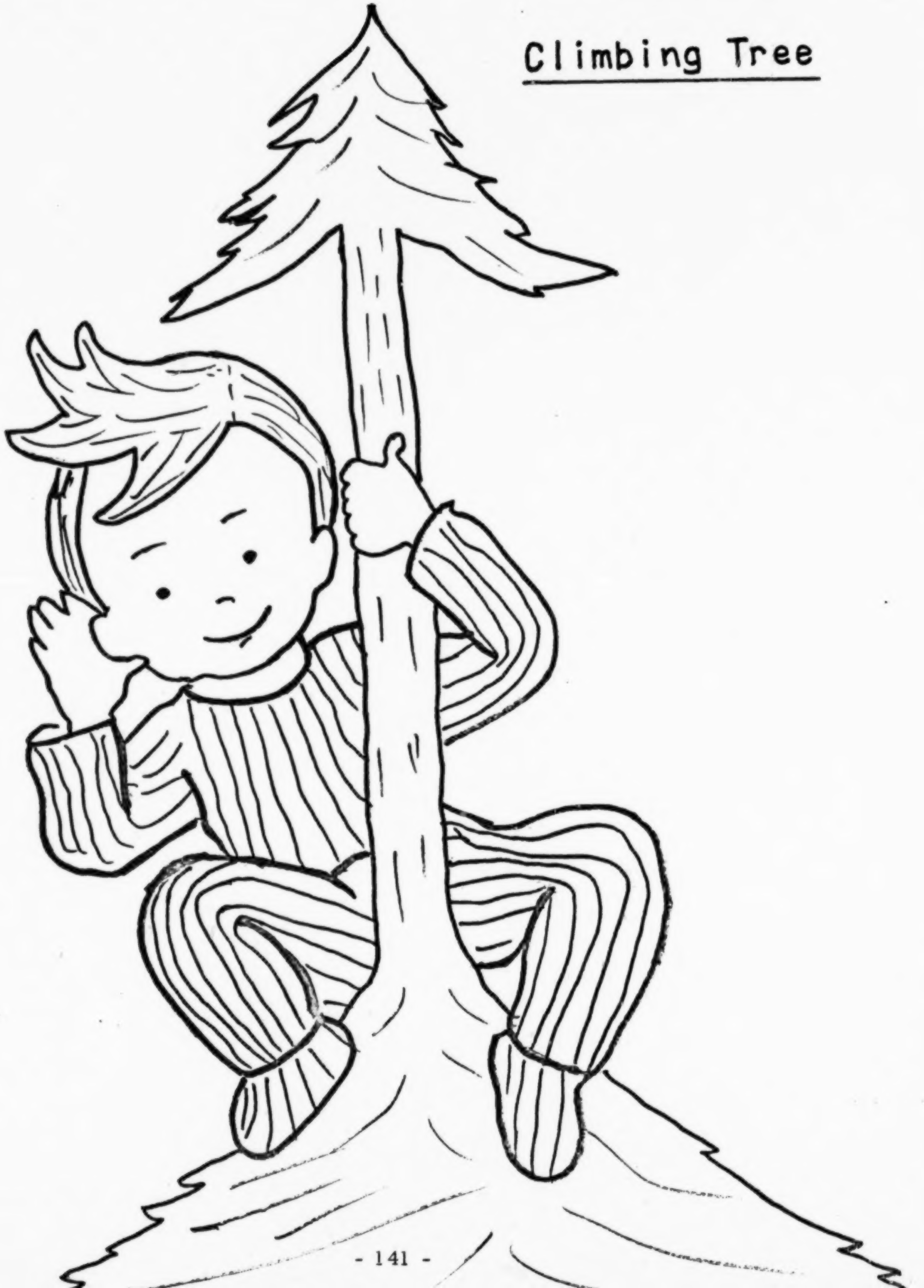
Same as previous day

A.V. and supplementary

Props as necessary.
S-9 Hurry horsey song
S-6-A Walking song
S-6-B Riding song
S-7 Wigwam song
S-8 Ten Little Indian Song

Unit 106

Climbing Tree



UNIT 106: Climbing Tree

Plans: 106-1 to 106-17

Story: ST-6

Song: S-10 What's on the tree top? Song
S-11 Climbing Down Song

Realia:
- Giant Book
- Bells
- Stocking
- Walking dog
- Card tags:
  - Bird, horse, rabbit, cat
- Toys:
  - Drum
  - Ring
  - Bell
  - Mirror
  - Doll
  - Dog
- Tree
- Colored Xmas bells, balls and tree decorations

INTRODUCTION TO UNIT 106: THE CLIMBING TREE

LITERARY REFERENCE TEXT

Steiner, Charlotte; Burlingham, Mary. The Climbing Tree
Vanguard Press, New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 106-1 through 106-17).
2. To participate in the story both through listening/comprehension and partially oral presentation of the story.
3. To participate in the activities of the story and story related themes.
4. To be able to sing the related story songs either chorally or individually.

BACKGROUND AND SUGGESTIONS

This holiday story is a tale about curiosity, effort, success and surprise. The story is fairly lengthly in its content and should therefore be presented to the children on two successive days (see Daily Lesson Plans). The story re-introduces the children to story characters which they have met before such as the bunny, the cat, the bird and the horse. In addition, several new vocabulary words are also introduced.

It should not be expected that the children can re-tell the story in exact sequence as far as the various encounters with the different story friends are concerned. The sequential development of the story should be understood, however, to the extent that the children realize that first comes the "climbing up", then comes the meeting "up on top", and finally the "climbing down" with the surprise ending at the very end.

Care should be taken that the realia are so selected that they lend themselves easily to trimming of the tree which is the final climax of the unit.

I. OPENING/WARM UP:

A. Good morning song S-102

B. Hurry, Little Horsey song S-9

II. ACTIVITY: New story ST-6, the Climbing Tree - part I, GB-6, bells

A. Teacher introduces story:
HERE ARE TWO NEW FRIENDS - BOBBY AND BETSY.

B. Teacher tells story (part I), pointing and gesturing.

C. Teacher asks comprehension questions in English:
WHAT CAN BOBBY SEE/HEAR?
WHAT CAN HE SEE/HEAR UP HERE/THERE?
(CAT, BIRD, HORSE, RABBIT)

D. AND TOMORROW I'LL TELL YOU ABOUT BOBBY CLIMBING DOWN THE TREE.

III. CLOSING:

Hurry, Little Horsey song S-9
Good bye song S-102

Unit 106-1

MAIN PATTERNS

What's up (there)?
I don't know.
He climbs up and up.
What can you see?
Climb a little higher.
A (little) horse
A (little) rabbit
A (little) bird
A (little) cat
The top of the tree
What can Bobby see/hear?
What can he see/hear
up here/there?

A.V. and supplementary

S-101 song
S-102 song
S-9 song
ST-6 script
GB-6 giant book

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Unit 106-2

I. OPENING/WARM UP: Hurry, Horsey song S-9

II. ACTIVITY: The Climbing Tree Story, ST-6 part II

A. Teacher quickly retells part I of story.
IS BOBBY CLIMBING UP?
WHOM CAN HE SEE?
WHOM CAN HE SEE ON TOP?

B. Teacher tells part II of story, gesturing and pointing.

C. Teacher asks comprehension questions in English:
WHAT IS BOBBY DOING?
BOBBY'S CLIMBING DOWN
BOBBY'S TAKING THE TOYS

WHAT'S THE SURPRISE? (Teacher prompts if necessary)

III. CLOSING: Hurry, Horsey song S-9

MAIN PATTERNS

Is Bobby climbing up?
Whom can he see?
Whom can he see on top?
Bobby's climbing down.
Bobby's taking the toys
A drum
A ring
A bell
A mirror
A doll
A present from Santa Claus
What's the surprise?

A.V. and supplementary

S-9 song
ST-6 story script
GB-6 giant book
Bells

c Paul and Eva King

PRELIMINARY DRAFT

Unit 106-3

I. OPENING/WARM UP: Hurry, Horsey song S-9

II. ACTIVITY: Climbing Tree story, complete

A. Teacher presents entire story.

B. Teacher elicits choral responses:
BOBBY CLIMBS UP AND UP
I DON'T KNOW
BOBBY CLIMBS DOWN AND DOWN
HE TAKES THE RING/BELL/ETC.

C. Teacher introduces Tree Top song S-10
1. Teacher sings verse.
2. Teacher sings again, children hum..
3. Teavher teaches song line by line (only verse I)
4. Teacher sings again, class sings with her.

III. CLOSING: Hurry, Horsey song S-9
Good bye song S-102

MAIN PATTERNS

Same as before.

A.V. and supplementary

S-9 song
S-102 song
GB-6giant book

c Paul and Eva King

Unit 106-4

I. OPENING/WARM UP:

A. Good morning song S-102
Hurry, Horsey song S-9

II. ACTIVITY: Story retelling

Teacher retells entire story, same as previous day.

III. ACTIVITY: Tree Top Song S-10, verse I

Same procedures as previous day.

IV: CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous day

A.V. and supplemtntary

Same as previous day

c Paul and Eva King

Unit 106-5

I. OPENING/WARM UP:

A. Good morning song S-102

B. Hurry, Little Horsey Song, S-9

II. ACTIVITY: Storyreview, ST-6

A. Teacher retells entire story eliciting choral responses of actual conversations of characters.
Teacher de-emphasizes explanatory phrases (such as "Bobby says")
Teacher and class sing song S-10 at appropriate places in story.

B. Transition to Walking Dog activity:
At end of story, teacher introduces "walking dog".
AND NOW, LOOK AT THE SURPRISE.
Teacher takes out dog from stocking.

III. ACTIVITY: Walking Dog

Teacher encourages activity and verbal responses to commands and questions:
CAN THE DOG WALK?

TOUCH HIS NOSE, X
EYE
EAR
HEAD
TAIL
HAIR

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Can the dog walk?
Touch his nose, X!
eye
ear
head
tail
hair

A.V. And Supplementary

S-102 song
S-101 song
S-9 song
GB-6 song
Stocking
Walking dog

Unit 106-6

I. OPENING/WARM UP:

A. Good morning song S-102

B. Hurry, Horsey song S-9

II. ACTIVITY: Story retelling and song

Same activities as previous day.
Teacher elicits choral responses.
Class and teacher sing song at appropriate places.

III. ACTIVITY: Walking Dog pattern practice

Same activity as previous day

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Conversation patterns as per script plus previous patterns.

A.V. and supplementary

S-102 song
S-101 song
S-9 song
GB-6 giant book
Stocking
Walking dog

c Paul and Eva King

PRELIMINARY DRAFT

Unit 106-7

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Story retelling with new song S-11 (Climbing Down song)

A. Teacher rapidly retells part I of climbing tree story. Class joins in song S-9 at appropriate places in part I, and patterns.

B. Teacher retells Climbing Tree story, part II, while introducing, at appropriate places, new melody S-11 (Climbing down song)
   1. Teacher sings verse first to class while children hum.
   2. Teacher sings again with class joining in.

III. ACTIVITY: Walking dog

Same activity as previous day, if time permits.

IV: CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplemtntary

S-101 song
S-102 song
S-9 song
S-10 song
S-11 song
Stocking
Walking dog

c Paul and Eva King

Unit 106-8

I. OPENING/WARM UP:

A. Good morning song S-101

B. Hurry, Horsey song S-9

II. ACTIVITY: Climbing Tree story ST-6 retelling.

A. Teacher retells part I of story quickly.
Children join in singing of tree top song S-10 as appropriate in story.

B. Teacher retells part II of story.
Children join in singing of Climbing Down song S-11, as appropriate.

C. Teacher prompts and encourages choral responses of basic story story patterns throughout.

III. ACTIVITY: Walking dog

Same activity as previous day.
Pattern practice of "touch" etc.

IV: CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-9 song
S-10 song
S-11 song
Stocking
Walking dog

c Paul and Eva King

PRELIMINARY DRAFT

Unit 106-9

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice with puppet P-1:
WHAT CAN PANCHO TOUCH?
X, TOUCH A _____.
Choral responses.

II. ACTIVITY: Climbing tree story with role playing

A. Teachre takes place of narrator and of all animals.

B. All boys take the role of Bobby.

C. All girls take the role of Betsy.

D. Teacher retells story and prompts respective groups of children into saying the main patterns of the dialogue (mimicry okay if needed)

E. Boys and girls, respectively, sing S-10 tree top song and S-11 climbing down song at appropriate places.

III. CLOSING:

A. Hurry, Horsey song S-9

B. Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

As before

A.V. and supplementary

S-101 song
S-102 song
S-9 song
S-10 song
S-11 song

Unit 106-10

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Climbing Tree story dramatization with card tags and toys

A. Teacher takes role of Santa Claus

B. Teacher assigns two children to be Bobby and Betsy. They join teacher.

C. Teacher assigns animal roles to children on one side of class (children put on card tags)

D. Teacher assigns toy roles to children on the other side of class (children hold drum, ring, etc.)

E. Teacher tells story, children join in songs S-10 and S-11 at appropriate places.
Teacher prompts children into saying the main patterns of the dialogue (mimicry okay, if ~~ned-n-e~~ needed)

F. At "top of tree" Bobby gets dual-stocking and then collects toys from toy-children, as per story.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-10 song
S-11 song
Card tags: bird, horse, rabbit, cat
Toys: drum, ring, bell, mirror, doll, dog.
Stocking
Walking dog

c Paul and Eva King

Unit 106-11

I. OPENING/WARM UP:

A. Good morning song S-101

B. Hurry, Horsey song S-9

II. ACTIVITY: Story dramatization.

All activities same as previous day (106-10) except that one child takes the role of Santa Claus.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

Same as previous day 106-10

PRELIMINARY DRAFT

Unit 106-12

I. OPENING/WARM UP: Hurry, Horsey song S-9

II. ACTIVITY: Trimming of tree with review of colors (blue added)

A. Teacher's introduction:
LET'S TRIM BOBBY AND BETSY'S TREE
Teacher starts with bare tree.

B. Teacher shows each object, identifies it, identifies color.
Teacher asks individual children to put object on tree.
Teacher keeps language "in the air" while children do activity.

C. When tree is trimmed, teacher asks individual children to come up and single out specific objects name/or color.

D. Teacher calls on individual children to remove objects one by one.

III. CLOSING:

Hurry, Horsey song S-9
Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Is this a (object)?
Is this a (color) cat?
What's this/that?
What color is it?
(X), put a (color) (object) on the tree.

yellow
red
blue
black
brown
green
white

bird
rabbit
dog
horse
cat

(X), show me a (red) (bird).
(X), find a _____, _____.
(X), give me the _____, _____.
(X), put _____, _____ in the stocking.

A.V. and supplementary

S-9 song
S-102 song
Tree
Hang up props: bird, rabbit, dog, horse, cat.
stocking

Unit 106-13

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Trimming of tree

Same activities as previous day (106-12)
but using toy-props of climbing tree story (ST-6)
Teacher emphasizes colors of toys where appropriate.

III. ACTIVITY: Walking dog, if time permits.

Same activity as before.

IV. CLOSING:

Hurry, Horsey song S-9
Good bye song S-102

MAIN PATTERNS

Same as previous day

A.V. and supplementary

S-101 song
S-102 song
S-9 song
Tree
Hang up props: drum, ring, bell, mirror, doll, star.
Walking dog

c Paul and Eva King

PRELIMINARY DRAFT

Unit 106-14

I. OPENING/WARM UP: Hurry, Horsey song s-9

II. ACTIVITY: Trimming of tree

Same activities as previous day's (106-12 and 106-13)
but using colored bells.
Teacher emphasizes colors and numbers (counting)
Class and individual responses

III. ACTIVITY: We Wish You a Merry Xmas song (if known)

IV: CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as previous days, and:

How many (objects) are there?
Let's count.
How many (color) (object) are there?

A.V. and supplementary

S-9 song
S-102 song
Tree
Colored Xmas bells
Colored Xmas balls
(tree decorations)

Unit 106-15

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Climbing tree story review (ST-6, GB-6) and props

A. Teacher presents entire story.
Elicits choral and individual responses of basic patterns through prompting, question technique, etc. as before.

B. Class sings songs at appropriate places in story:
   1. ~~Climbing down song S-11~~ Tree top song S-10
   2. Climbing down song S-11

III. ACTIVITY: Walking dog review

Pattern activity as before.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as before

A.V. and supplementary

S-101 song
S-102 song
S-10 song
S-11 song
GB-6 giant book
ST-6 script
All props pertaining to

Unit 106-16

I. OPENING/WARM UP: Hurry, Horsey song S-9

II. ACTIVITY: Review of favorite games.

A. Teacher reviews games and activities:
  1. Pancho Says game
  2. Walking dog activity
  3. "Touch game", connected also to numbers:
     HOW MANY BALLS...?

B. Teacher emphasises colors and numbers concepts, basic patterns.

III. CLOSING:

A. We wish you a merry Xmas song

B. Good bye song S-102.

c Paul and Eva King

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-9 song
S-102 song
Puppet P-1
Walking dog

PRELIMINARY DRAFT

Unit 106-17

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Favorite holiday and other songs review.

A. Hurry, Horsey song S-9

B. Touch your head song S-1

C. Ten Little Indians song S-8

D. Tree top song S-10

E. I am Walking song S-6a

III. CLOSING: We wish you a Merry Xmas song

MAIN PATTERNS

Same as previous days

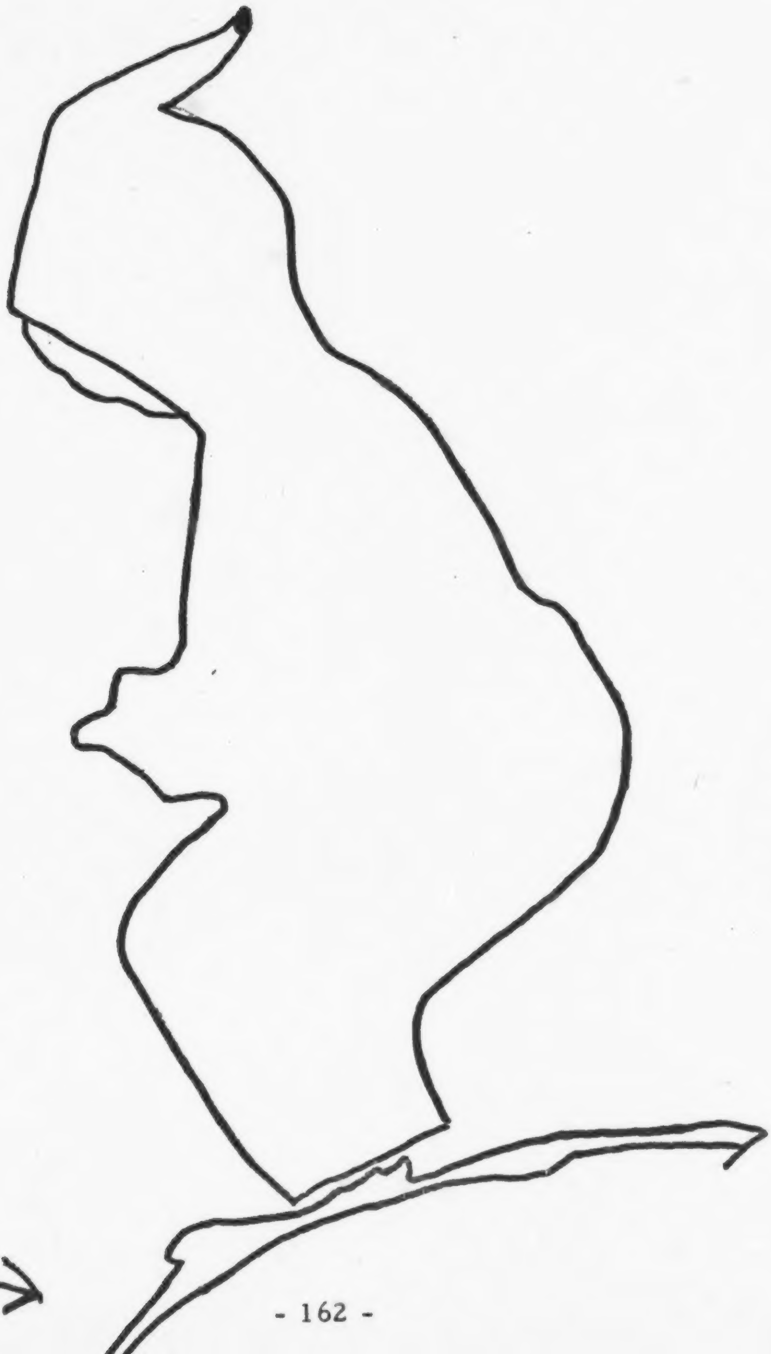
A.V. and supplementary

S-101 song
S-1 song
S-8 song
S-9 song
S-10 song
S-6a song

c Paul and Eva King

Unit 107

Snowy Day



UNIT 107: Snowy Day

Plans: 107-1 to 107-10

Story: ST-7

Song:
S-12 The Snow is Falling Around Me
S-13 Walking in the Snow Song

Realia:
- Giant Book
- Wooden animals:
  - Cat, bird, horse, dog, bunny
- Large roll of paper
- Cotton balls
- White glue
- Felt pens:
  - Red/Black

INTRODUCTION TO UNIT 107: SNOWY DAY

LITERARY REFERENCE TEXT

Keats, Ezra Jack. Snowy Day
Viking Press, New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 107-1 through 107-10)
2. To allow children to participate orally, both in listening to the oral presentation and in telling/re-telling the oral presentations.
3. To allow children to understand the sequence of the story and be able to relate orally or through dramatizations the sequence of the story in proper order (i. e., getting up in the morning, getting dressed, going out into the snow to play, coming back home, going back to bed).
4. To perceive the activities of the story character and to imitate and create these activities (i. e., walking, jumping, running, climbing up and coming down.)
5. To make the connection from the basic story to the related story songs and activities.
6. To be able to sing the related story songs, either chorally or individually.

BACKGROUND AND SUGGESTIONS

The Language-Through-Literature version of this unit differs considerably from the literary reference text by its consistent repetition of linguistic patterns, and also by re-introducing into the story some of the animal friends from previous units.

It should be noted that in this story the children are again meeting a number of their animal friends from previous story units - - the cat, dog, horse and bunny.

In addition to the already familiar activities of walking, jumping, and running, the children are introduced to two, perhaps new concepts: "climbing up" and "coming down". The teacher might wish to expand on the concept of "up" and "down", and perhaps introduce other similar contrastive concepts such as "above" and "below", or "inside" and "outside".

Unit 107-1

I. OPENING/WARM UP: Good morning song - - S-101

II. ACTIVITY: Snowy Day story ST-7. GB-7

A. Teacher introduces new story:
HERE IS A NEW FRIEND. HIS NAME IS PETER. LISTEN.

B. Teacher tells story using

C. Teacher asks comprehension questions and prompts answers.
WHAT IS PETER DOING? (HE IS LEAPING)
WHAT CAN PETER SEE OUTSIDE?
SHOW ME HOW PETER CAN WALK.

III. ACTIVITY: Walking in the snow song, S-13, verses one and two

A. Teacher introduces new song (verse one and two) with transition from story
WHEN PETER IS WALKING IN THE SNOW, HE CAN SING A SONG LIKE THIS.

B. Teacher sings, children hum.

C. Teacher teaches song line by line, verse one only.

D. Teacher and class sing.
Teacher calls on individual children to "walk in the snow" while class sings again, verse one only.

E. Teacher and class or groups of children act out walking, verse one.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Here is a new friend.
His name is Peter.
What id Peter doing?
(He is sleeping.)
What can Peter see outside?
Show me how Peter can walk
In the snow
In the snowflakes.

A.V. and supplementary

S-101	song
S-102	song
S-13	song
ST-7	script
GB-7	giant book

c Paul and Eva King

PRELIMINARY DRAFT

Unit 107-2

I. OPENING/WARM UP: Good morning song S-101

Color. "color pattern practice"

II. ACTIVITY: Snowy day story retelling and activity

A. Teacher retells story and elicits choral repetitions.

B. Teacher calls on individual children to imitate Peter's actions.

C. Teacher and class sing snow song (verse one) while children imitate Peter's actions:
  1. Individually
  2. As a group.

D. Teacher teaches song S-13 verse two, line by line.
Same activity as with verse one.

III. ACTIVITY: Hurry, Horsey song review S-9
(if time permits)

IV: CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Show me how Peter can walk.
Peter can walk like this.
Now you can walk like this, (X).
(X), can you walk like this?
Peter can jump like this, etc.
  (as above)

A.V. and supplementary

S-101 song
S-102 song
S-9 song
S-13 song
GB-7 giant book

PRELIMINARY DRAFT

Unit 107-3

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Snowy day story, ST-7

A. Teacher retells story with choral responses.

B. Children imitate animals walking in the snow.

III. ACTIVITY: Snow song, S-13, activity.

A. Teacher reviews entire song (verses one and two)

B. Children sing entire song

C. Children repeat song but substitute "Peter is" for "I am"

D. One child, or a group of children, pretend to be Peter.
Class sings verse one and this group sings verse two (they can select other "Peters".)

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

(X), can you be a _____?
cat
horse
dog
bunny
bird

Walk like a _____.
cat
horse
dog
bunny
bird

A.V. and supplementary

S-101 song
S-102 song
S-13 song
GB-7 giant book

PRELIMINARY DRAFT

Unit 107-4

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Snowy day activity. GB-7

A. Teacher retells story via question and answer technique, briefly up to "action pictures" (6-11)

B. Teacher expands "action ~~pieu~~ pictures" by prompting children to:
    walk
    run
    jump
    climb the hill
    get down the hill

C. Individual children act as leaders, entire class imitates action.

D. Teacher and class sing Snow Song S-13, where appropriate.

III. ACTIVITY: Falling Snow Song, S-12, new song

A. Teacher introduces song.

B. Children hum as teacher sings.

C. Teacher sings song line by line.

D. Class joins teacher in singing.

IV. CLOSING: Good bye song, S-102

c Paul and Eva King

MAIN PATTERNS

What's Peter doing?
He is _____.
What's (the cat, etc.) doing?
It is _____.
(X), can you walk in the snow?
(X), ...run
(X), ...jump
(X), ...climb (up the hill)
(X), ...get down the hill.

A.V. And Supplementary

S-101 song
S-102 song
S-12 song
S-13 song
GB-7 giant book

PRELIMINARY DRAFT

Unit 107-5

I. OPENING/WARM UP: Good morning song S-101

Numbers pattern practice

II. ACTIVITY: Snow day story retelling and activities

A. Teacher retells story and prompts children to tell as much possible themselves.

B. Teacher prompts children to imitate actions of both animals and Peter.

III. ACTIVITY: Action songs Activities

A. Class and teacher sing Falling Snow song - - S-12.
Children are "snow flakes" an "fall down".
They can "cover the ground".

B. Teacher and class sing Snow Song S-13 as previous days.

IV. CLOSING: S-102 Good bye song

c Paul and Eva King

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-12 song
S-13 song
GB-7 giant book

PRELIMINARY DRAFT

Unit 107-6

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice; I AM -- YOU ARE

II. ACTIVITY: Snow activities game, with GB-7

A. Teacher selects four children and gives each of them one toy animal to hold in closed hand. (Class does not see the selection).

B. Each of the children acts out the "walking", "running", or "jumping" activity, characteristic of the ~~n~~ animal which it "holds in its hand."

C. Class guesses what the activity is and which animal is imitated.

D. Teacher repeats game with other groups of children.

III. ACTIVITY: Song review

A. Falling Snow song S-12

B. Walking in the snow song S-13

Teacher and class sing.
Class acts out appropriate activity.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

What's that animal?
It's a little______.
cat
bird
bunny
horse

What's that animal doing?
It's walking
It's running
It's jumping
It's climbing
~~it's-getting-down~~
It's getting down

(Optional)

Guess, what am I?
You are a (animal).

A.V. and supplementary

S-101 song
S-102 song
S-12 song
S-13 song
GB-7 giant book
Wooden animals of: cat, bird, horse, dog, bunny.

PRELIMINARY DRAFT

Unit 107-7

OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Snow day story ST-7 retelling with songs and individual responses

Teacher retells story including songs S-12 and S-13.
Teacher prompts children to retell parts of story.

III. ACTIVITY: Angels in the snow.

A. Teacher turns to appropriate place in GB-7

B. Teacher or child demonstrates "how to make an angel"

C. Individual child makes "angel" while teacher (and native teacher) quickly trace outline on paper.
Teacher or native teacher puts each child's name on "angel".

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Who can make an "angel in the snow"?
Here is your "angel in the snow."
What's your name?
(X), is my name.
Here is your name.

A.V. and supplementary

S-101 song
S-102 song
GB-7 ~~Giant~~ giant book
Large roll of paper.

PRELIMINARY DRAFT

Unit 107-8

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Snowy day story ST-7 retelling with songs

Same activity as previous day.
Songs S-12 and S-13 to be included as part of story.
Children to tell as much of story as possible.

III. ACTIVITY: Making snow men

A. Teacher demonstrates how to make a snow man by glueing cotton balls together and adding features with felt pen.

B. Individual children make a snow man.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Who can make a snow man?
Here is a snow man.
That's a snow man.
This is a snow man.

A.V. and supplementary

S-101 song
S-102 song
S-12 song
S-13 song
GB- 7 giant book
Cotton balls
White glue
Felt pens: red/black

c Paul and Eva King

PRELIMINARY DRAFT

Unit 107-9

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Snow day story ST-7, retelling and dramatization

A. Teacher assigns roles of Peter and Mother to individual children.

B. Rest of class tells story with assistance from teacher.

C. Children "act " as per picture in GB-7

D. Class sings both songs, S-12 and S-13 as appropriate.

III. ACTIVITY: Son g review

A. S-5 Falling Leaves song

B. S-4-ab Wind song

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Who can be Peter?
Who can be a ____
(cat, etc.)

A.V. And Supplementary

S-101 song
S-102 song
S-4-ab song
S-5 song
S-12 song
S-13 song
GB-7 giant book

c Paul and Eva King

PRELIMINARY DRAFT

Unit 107-10

I. OPENING/WARM UP:

A. Good morning song S-101

B. FIND A _____ GAME ((CAT, DOG, BUNNY, HORSE)

II. ACTIVITY: Story review and dramatization

Same activity as previous day, including songs S-12 and S-13

III. ACTIVITY: Song review

General song review including songs S-4ab, S-5, and S-9

MAIN PATTERNS

All patterns from ST-7 story

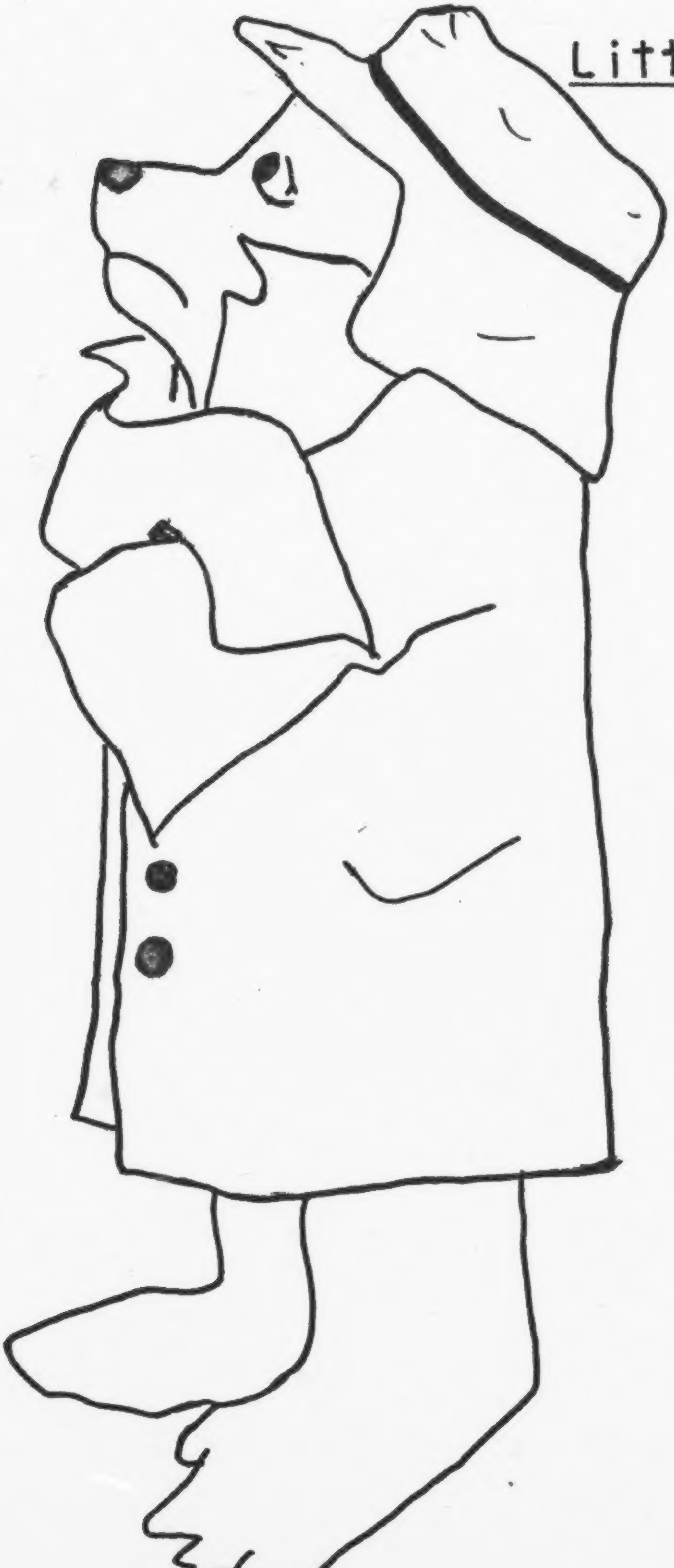
A.V. and supplementary

All songs as listed.
GB-7 giant book

c Paul and Eva King

Unit 108

Little Bear



UNIT 108: Little Bear

Plans: 108-1 to 108-11

Story: ST-8

Song: S-14 Little Bear Song
S-15 Chilly Song

Realia: Giant Book
Toys:
    Bear
    Hat
    Coat
    Pants
Felt board and felt cut-outs:
    Little Bear
    Mother Bear
    Hat
    Coat
    Pants
Individual Boxes

INTRODUCTION TO UNIT 108: LITTLE BEAR

LITERARY REFERENCE TEXT

Minarik, Elsie Holmeslund. Little Bear
Harper & Brothers, New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 108-1 through 108-11).
2. To understand the Little Bear story and to be able to follow it sequentially, both through comprehension and eventually through retelling.
3. To be able to participate in the activities of the story and story related games, particularly by recognizing and doing the actions of "putting on" certain items of clothing.
4. To be able to sing the story related songs either chorally or individually.
5. To perceive the concepts of "being cold" and of "being warm" (not being cold).

BACKGROUND AND SUGGESTIONS

This unit follows very closely the original reference text in its linguistic patterning.

It is hoped that the children will be introduced to the subtle humor in the ending of this story (Little Bear's own fur coat keeps him warm, while the extra pieces of clothing do not).

During the story related activities, the connection from the Snowy Day unit to the Little Bear unit should be made by re-introducing activities as well as songs from the Snowy Day unit into the Little Bear situation: walking, jumping, running, etc. in the snow.

The Little Bear sequence should be utilized to develop in the children self-sufficiency in terms of "dressing" and "undressing" (hat, coat, etc.).

"I am cold. I want something to put on."

PRELIMINARY DRAFT

Unit 108-1

I. OPENING/WARM UP:

A. Good morning song S-101

B. Color and object pattern practice

II. ACTIVITY: New Story ST-8, Little Bear, with GB-8

A. Teacher introduces story:
HERE IS A NEW FRIEND - A LITTLE BEAR.
HE LIKES SNOW.
HIS NAME'S LITTLE BEAR.
LISTEN:

B. Teacher presents story.

C. Teacher develops brief summary through comprehension questions such as:
IS IT SNOWING?
IS IT WARM? (IT IS NOT WARM)
IS IT COLD? (IT IS COLD)
WHAT'S (X) SAYING?
WHAT'S MOTHER BEAR GIVING LITTLE BEAR?
IS LITTLE BEAR WARM NOW?
CAN HIS HAT/COAT/PANTS KEEP HIM WARM?
WHAT CAN KEEP HIM WARM?

III. CLOSING: Good bye song S-102

MAIN PATTERNS

See script ST-8

A.V. and supplementary

S-101 song
S-102 song
ST-8 script
GB-8 giant book

c Paul and Eva King

PRELIMINARY DRAFT

Unit 108-2

I. OPENING/WARM UP:

A. Good morning song - - S-101

B. Pancho Says game: "touch" pattern practice.

II. ACTIVITY: Little Bear story retelling

Teacher ~~retukk~~ retells story, points out especially the articles of clothing on the picture.

III. ACTIVITY: Story dressing activity

Teacher calls individual children to dress and undress the toy bear, giving commands (language pattern) throughout.

IV. ACTIVITY: New Song, Little Bear song, S-14

A. Teacher sings verse one.

B. Teacher sings and children hum

C. Teacher teaches song line by line (this is verse one)

D. Teacher sings again, class joins.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

(X), put little bear's hat on.
coat
pants

(X), take little bear's hat off.
coat
pants

(X), put his (hat) on.
(X), take his (hat) off.

A.V. and supplementary

S-101 song
S-102 song
T-1 puppet
GB-8 giant book
S-14 song
toy bear
toy hat
toy coat
toy pants

c Paul and Eva King

PRELIMINARY DRAFT

Unit 108-3

I. OPENING/WARM UP:

A. Good morning song S-101

B. Toy bear-pattern practice
Toy bear receives commands from teacher and then gives similar commands to entire class and/or individual children.

II. ACTIVITY: Little Bear Story Retelling, ST-8, GB-8

Teacher elicits choral responses of actual conversations from class

III. ACTIVITY: Little Bear dressing activity

Same activity as previous day (108-2)
Same patterns as previous day

IV. ACTIVITY: Little Bear song S-14, complete

A. Teacher reviews verse one with class

B. Teacher teaches verse two line by line

V. ACTIVITY: Song Review:

If time permits, teacher and class review and sing Walking in the Snow song S-13.

VI. CLOSING: Good bye song S-102

MAIN PATTERNS

What do you want, little bear?
I am cold.
I want something to put on.
This is for you.
Put it on.

A.V. and supplementary

S-101 song
S-102 song
S-13 song
S-14 song
ST-8 book
Toy bear
Toy clothing

c Paul and Eva King

PRELIMINARY DRAFT

Unit 108-4

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Story retelling and activity:

Teacher retells stories, ELICits choral responses from class.
Toy bear is being dressed and undressed as part of the story telling activity (if desired)

III. ACTIVITY: Little Bear song S-14 review, and verse three new

A. Teacher and class review and sing verses one and two

B. Teacher introduces verse three, in usual manner(four steps)

IV. ACTIVITY: Walking in the Snow Song review, S-13

Teacher and class sing song.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-13 song
S-14 song
GB-8 giant book
Toy bear
Toy clothing

c Paul and Eva King

PRELIMINARY DRAFT

Unit ~~108-4~~ 108-5

I. OPENING/WARM UP:

A. Good morning song S-101

B. Little Bear ~~says:~~ "touch" activity
(LITTLE BEAR SAYS: TOUCH)

II. ACTIVITY: Little Bear Felt Board activity

A. Teacher retells Little Bear story with felt board, calling on individual children to put on and take off clothing on felt board at appropriate places in the story.

B. Activity and patterns to be repeated if time permist.

III. ACTIVITY: Little Bear song review, S-14

Teacher and class sing all three verses of song.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Put on Little Bear's hat/coat/pants
Take off Little Bear's hat/coat/pants
(X), put on his hat/coat/pants
(X), take off his hat/coat/pants

A.V. and supplementary

S-101 song
S-102 song
Toy bear
S-14 song
Felt board
Felt cut-outs: Little Bear, Mother Bear, hat, coat, pants.

c Paul and Eva King

Unit 108-6

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Little Bear Story (ST-8) with Felt Board and Felt Board Activity

Purpose: to reinforce color and object patterns
Teacher brings in baskets of different color hats/coats/pants (grouped separately)
If possible, individual cardboard boxes with felt cut-outs are provided for each child.
Colors and objects may be liminted as desired to three or four (for instance, red, blue, yellow)
Individual children come up and act out commands at felt board.
This child becomes the model for the rest of the class, who act out felt board activity at their desks.

III. ACTIVITY: Little Bear song, S-14, "conversation"

Girls are "mother Bear"
Boys are "Little Bear"

IV. CLOSING: Good by song S-102

MAIN PATTERNS

Put on ____
Take off ____
Put on a (blue) (hat)
Take off a (blue) (hat)

A.V. and supplementary

S-101 song
S-102 song
Felt board
Felt cut-outs: Little BEar, Mother Bear, Hat, Coat, Pants
Individual boxes and felt board cut-outs in various colors (as needed for activity)
S-14 song

c Paul and Eva King

Unit 108-7

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Little Bear story (ST-8) retelling with Felt Board Activity, variations

A. Same activity as previous day except teacher uses only one basket with all three objects (hat, coat, pants) and colors mixed (one more color may be added, if desired).

B. Same activity as before with individual child while rest of class works at their desks with own "felt board boxes".

III. ACTIVITY: Song review

A. Little Bear song S-14
Teacher divides class into two groups, "Little Bears" and "Mother Bears"
Groups sing song at appropriate places in activity as "conversation."

B. Walking in the Snow Song, S-13

C. The Snow is Falling Song, S-12

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous day's

A.V. and supplementary

S-101 song
S-102 song
S-12 song
S-13 song
S-14 song
Felt board, felt cut-outs and felt boxes as previous day's.
(Possibly, one color added)

c Paul and Eva King

PRELIMINARY DRAFT

Unit 108-8

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Little Bear story ST-8, retelling

Teacher retells story prompting class to help as much as possible.

III. ACTIVITY: Little Bear story pattern practice and new song, S-15

A. Teacher holds toy bear (facing class):
LITTLE BEAR, ARE YOU WARM? (NO)
LITTLE BEAR, ARE YOU COLD? (YES, I AM COLD)
DO YOU WANT SOMETHING TO PUT ON?
YES, I WANT SOMETHING TO PUT ON.

B. Teacher sings new song (Chilly song S-15)
1. While teacher sings song to class, she points to Little Bear. Class responds (for example, A HAT)
2. Teacher sings song again, class responds.
3. Teacher and class sing song again, class responds.
4. Teacher now teaches song, line by line. Class sings again.

IV. CLOSING: Good bye song, S-102

MAIN PATTERNS

Little Bear, are you warm?
Little Bear, are you cold?
Do you want something to put on?
Yes, I want ~~someth~~ something to put on.

Put his hat/coat/pants on.
Take his hat/coat/pants off.
(X), give Little Bear his hat/coat/pants

A.V. and supplementary

S-101 song
S-102 song

S-15 song (same melody as Halloween song S-105)
Toy bear
Toy clothing (hat, coat, pants)

c Paul and Eva King

Unit 108-9

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Little Bear story dramatization with puppet and toy

Teacher dramatizes story in dialogue form using patterns of story, toy bear being dressed and undressed as per story.
Teacher and class sing Chilly song S-15.

III. ACTIVITY: Little Bear story dramatization

A. Teacher is Mother Bear and commands individual children to put on and take off articles of clothing (colors)
Teacher alternates children quickly, as many as possible.

B. A child is Mother Bear and gives commands. Teacher prompts as needed.
Teacher helps to keep fast pace.

IV. ACTIVITY: Chilly Song S-15

Same as previous day

V. CLOSING: Good bye song S-102

MAIN PATTERNS

Who wants to be Little Bear?
(X), put the red hat on.
coat
pants
(boots)
(mittens)

(Same patterns with different colors)

A.V. and supplementary

S-101 song
S-102 song
S-15 song
Articles of clothing as needed for dramatization (also in colors.)

c Paul and Eva ~~S~~King

PRELIMINARY DRAFT

Unit 108-10

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Little Bear - puppet activity and dramatization

A. Teacher holds Mother Bear puppet and engages class into story dialogue patterns (choral responses)

B. Teacher repeats with individual child and other articles of clothing.

C. Teacher adds new articles as appropriate.

D. Child holds Mother Bear puppet and says her part individualy.

III. ACTIVITY: Little Bezr Song S-14 review

Class is divided into two groups of "Mother Bears" and "Little Bears". Same as previous day's.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

What do you want?
I am cold.
I want something to put on.
Look, this is for you.
What is it?
It's a (color) (object)
hat
coat
pants etc.

A.V. and supplementary

S-101 song
S-102 song
S-14 song
Mother Bear puppet
Articles of Clothing (various colors)--as needed for dramatization.

c Paul and Eva ~~S~~King

Unit 108-11

I. OPENING/WARM UP: good morning song S-101

II. ACTIVITY: Little Bear story retelling and song S-14

Teacher retells story with giant book GB-8.
Teacher and class sing Little Bear song S-14 at appropriate places.

III. ACTIVITY: Snow playing and songs

A. Teacher asks individual child to put on hat and "play in the snow"
Teacher whispers command to the child.
WALK/RUN/JUMP/HOP/SKIP.
Class identifies activity:
WHAT IS LITTLE BEAR DOING?
HE IS WALKING/RUNNING/ETC.

B. Class sings Walking in the Snow song S-13 while individual child or group of children acts out "walking in the snow"

C. Class sings Falling Snow song, S-12, while groups of children act out "snowing" as snow flakes.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Walk!
Run!
Jump!
Hop!
Skip!

What is Little Bear doing?

He is walking/running/etc.

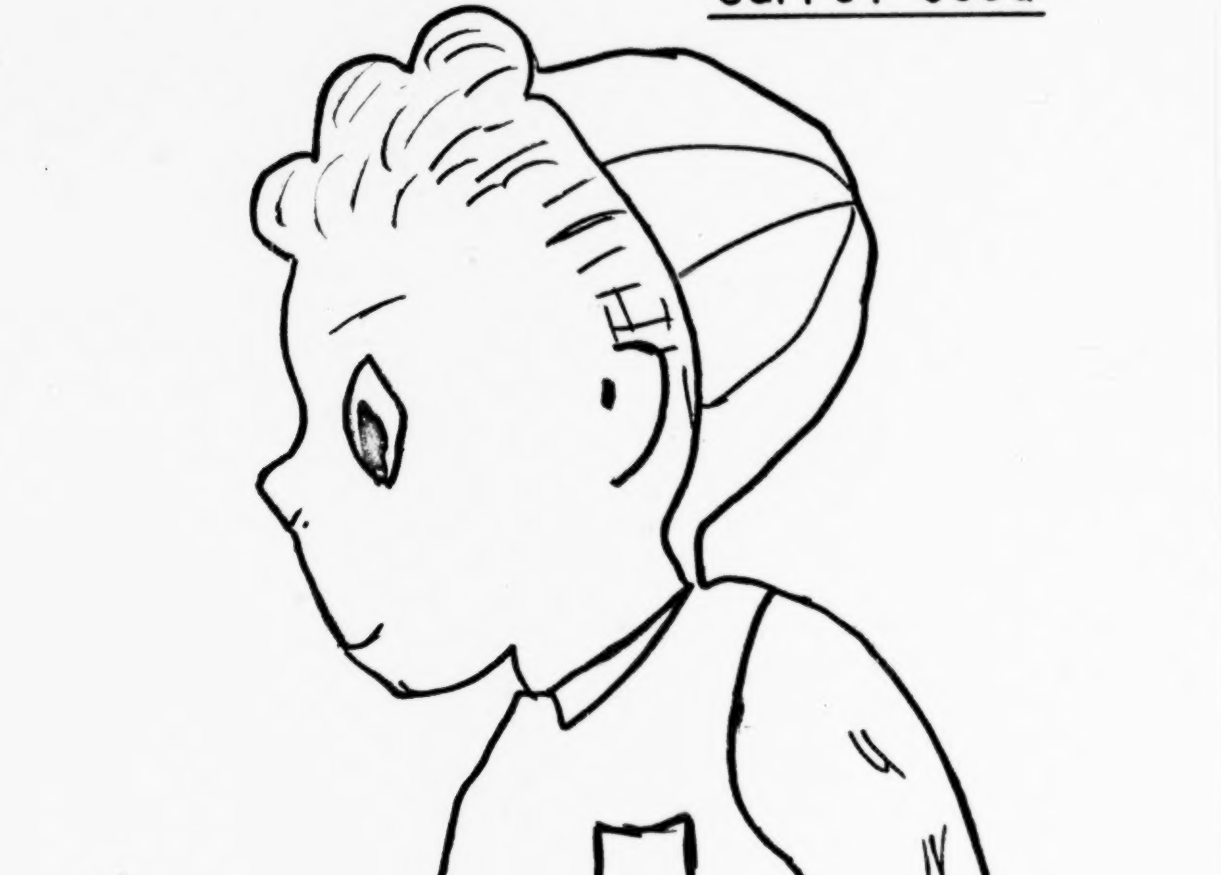
A.V. and supplementary

S-101 song
S-102 song
S-12 song
S-13 song
S-14 song
GB-8 giant book
Articles of clothing (as needed)

c Paul and Eva King

Unit 109

Carrot Seed



UNIT 109: Carrot Seed

Plans: 109-1 to 109-8

Story: ST-9

Song:
S-18 Down in the Ground Chant
S-19 Carrots Grow From Carrot Seeds Song

Realia:
Giant Book
Seeds
Real Carrot
Two pots with earth
Watering can
Drum
Cardboard props:
Henry, Father, Mother, Brother and carrot seed.
Musical tape for story and song

INTRODUCTION TO UNIT 109: THE CARROT SEED

LITERARY REFERENCE TEXT

Krauss, Ruth. Carrot Seed
Harper & Brothers, New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 109-1 through 109-8).
2. To allow children to participate orally, both in listening to the oral presentation and telling/retelling the oral presentation.
3. To be able to participate in the activities of the story.
4. To be able to retell the story sequentially.
5. To be able to sing the related story songs, either chorally or individually.
6. To make the connection from the basic story to the related story songs and activities.

BACKGROUND AND SUGGESTIONS

This unit follows closely the original reference text.

The Carrot Seed story is a basic tale of "success". More specifically it is the story of a little boy who, through perseverance and steady effort, achieves the almost impossible. And, what's more, he does it against all the good advice from the adult world who does not believe that the "almost impossible" could happen.

If possible, the children should have the opportunity to see and touch an actual "bunch of carrots" complete with the green leaves. These can perhaps be obtained from a vegetable store (not a supermarket). The creative teacher will connect from the Carrot Seed story to actual classroom activities in the spring such as the planting and growing of various vegetables and perhaps flowers.

Excellent recordings of this story and songs are available commercially on phonograph records. They should be used as supplementary materials.

PRELIMINARY DRAFT

Unit 109-1

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: New Story, Carrot Seed, ST-9, GB-9

A. Teacher introduces story:
LOOK AT THIS
THIS IS A SEED.
IT'S A CARROT SEED.
IF YOU PLANT IT IN WATER, IT WILL GROW. FROM A LITTLE SEED LIKE THIS: (show it)
A BIG CARROT WILL GROW. (Show carrot)
Teacher shows seed and carrot using patterns while walking around class.

B. HERE IS A NEW FRIEND.
HIS NAME'S HENRY.
HE LIKES CARROTS.

C. Teacher tells story using gestures of planting, watering and putting out carrot. Emphasizes repetitive patterns.

D. AND NOW I HAVE A SURPRISE FOR YOU.
HENRY SENDS YOU A PIECE OF HIS GIANT CARROT.
Teacher goes around class and gives each child a small piece of carrot to taste.
Teacher will have to demonstrate and encourage children to try.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Script ST- through and:

Look at this.

This is a seed.
It's a carrot seed.

This is a carrot.
Take a piece of Henry's carrot.
Taste it.

A.V. and supplementary

S-101 song
S-102 song
ST-9 script
GB-9 giant book
Seeds
Real carrot

c Paul and Eva King

Unit 109-2

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice: Touch your ____.

II. ACTIVITY: Carrot seed story ST-9 retelling with choral responses.

A. Teacher retells story, same as previous day, eliciting choral responses from class.

B. Teacher asks comprehension questions such as:
WHAT'S HENRY DOING?
WHAT'S FATHER/MOTHER/BROTHER SAYING?
WHAT'S HENRY DOING NOW?
WHAT"S COMING UP?
WHAT'S HIS FAMILY SAYING?
IS HENRY WATERING THE CARROT SEED NOW?
IS HE STILL WATERING THE CARROT SEED?
WHAT'S ~~COME~~ COMING UP?

III. ACTIVITY: New song S-19, Carrots grow song

A. Teacher sings, children listen.

B. Teacher teaches song line by line.

C. Teacher and children sing song together.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

It won't come up.
The carrot won't come up.
What's Henry doing?
What's his (mother) saying?
What's coming up?

A.V. and supplementary

S-101 song
S-102 song
S-19 song
GB-9 giant book
Seeds
Real carrot

c Paul and Eva King

PRELIMINARY DRAFT

Unit 109-3

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Carrot seed activity (ST-9 with GB-9)

A. Teacher retells story while doing actual planting and watering during story presentation. (actual water).
Elicits choral responses from class.

B. At end of story, teacher pulls out real carrot from ~~part #2~~ pot #2 where carrot had been hidden (pot #1 is used for planting the seeds).

C. Follow up activity; individual children come up to plant seeds.

D. Follow up activity: other children come up to water the seeds. (Re: C & D, if possible let all children do this activity in quick sequence.)

E. Follow up activity: children come up and "pull out" carrot from pot.

III. ACTIVITY: Carrrot seed song S-19

Teacher and class sing song.
Teacher reteaches song, if necessary.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Now let's plant a carrot seed.
Now, X, you plant the seed!
Now, let's water it!
Now, X, you water it!
The carrot won't come up.
It won't come up.

A.V. and supplementary

S-101 song
S-102 song
GB-9 giant book
Seeds
Real carrot
Two pots with earth
Watering can

c Paul and Eva King

PRELIMINARY DRAFT

Unit 109-4

I. OPENING/WARM UP: Good morning song S-101

Song review: S-14 Little Bear Song

II. ACTIVITY: Carrot seed story ST-9 role playing with GB-9

A. Teacher assigns role of "Henry" to one child.
Class acts as father/mother/brother responding chorally as per script.

B. "Henry" acts out planting and watering while teacher tells story using GB-9.

C. Teacher prompts "Henry" into actions and class into choral responses.

III. ACTIVITY: Carrots grow song S-19

A. Teacher sings, children listen.

B. Teacher teaches song again, if ~~nex~~ necessary.

C. Teacher and children sing using gestures to demonstrate meaning.

IV.A CLOSING: Good bye song S-102

MAIN PATTERNS

Who wants to be Henry?
The carrot won't come up.
It won't come up.

A.V. and supplementary

S-101 song
S-102 song
S-18 song
GB-9 giant book
Seeds
Carrots
Two pots with earth
Watering can

c Paul and Eva King

PRELIMINARY DRAFT

Unit 109-5

I. OPENING/WARM UP:

A. Good morning song S-101

B. Numbers practice with drum.
Teacher plays drum, asks individual children: HOW MANY?

II. ACTIVITY: Carrot seed activity

A. Teacher divides class into three groups.
  1. Girls are "mothers";
  2. Some boys are "fathers";
  3. Other boys are "brothers".

B. Teacher tells story with GB-9.

C. As mother, father, brother, appear in GB-9 teacher elicits choral responses, from assigned groups. (If possible, actual responses, not repetitions).

III. ACTIVITY: Down in the Ground - action chant S-18

A. Teacher introduces action chant.

B. Teacher acts out with entire class.

C. Teacher calls on small group of chioldren to act role of carrot seed "down in the ground" and, at end, to "pop up". Class joins in singing.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as before
and:

Who wants to be a carrot?

A.V. and supplementary

S-101 song
S-102 song
S-18 chant
GB-9 giant book
Drum

c Paul and Eva King

PRELIMINARY DRAFT

Unit 109-6

I. OPENING/WARM UP:

A. Good morning song S-101

B. Puppet activity: FIND THE (COLOR) HAT/COAT/PANTS

II. ACTIVITY: Carrot seed story ST-9 dramatization with class narration.

A. Teacher selects someone to be Henry, father, mother, brother, and carrot seed. Class can be narrator with teacher.

B. While class tells story, children act out and give verbal responses as per script ST-9.

III. ACTIVITY: Down in the Ground - action chant S-18

A. Teacher repeats activity of previous day but with half the class being "carrot seeds," while one child is "Henry". Henry "waters" it.

B. Teacher changes groups and Henry. Repeats activity. Uses patterns of story.

IV. ACTITITY: Carrots grow song S-19

Teacher and class sing song, as previous days.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

Find the (color) (hat).
(coat)
(pants)

Who wants to be ____?

A.V. and supplementary

S-101 song
S-102 song
S-18 chant
S-19 song
GB-9
Cardboard props for Henry, Father, Mother, Brother, and carrot seed.
Watering can

c Paul and Eva King

PRELIMINARY DRAFT

Unit 109-7

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern review with puppets P1 and P2

II. ACTIVITY: Carrot seed ST-9 felt board dramatization.

A. Teacher narrates story in question form.

B. Teacher asks individual children to ~~response~~ respond with language patterns as they place appropriate felt figure on board. Teacher helps children (picks up figure, shows it to class, asks question, ~~fand~~ and calls on child for response.)

C. If no action indicated, class responds with pattern from story.

III. ACTIVITY: Down in the Ground - action chant S-18

As before, with class action.

IV. ACTITITY: Carrots grow song S-19

Teacher and class sing, as before.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

What is Henry doing?
What is Henry saying?
What is (_____) saying?
What is Henry doing?

A.V. and supplementary

S-101 song
s-102 song
Puppets P1 and P2
S-18 ~~chang~~ chant
S-19 song
Felt board cut outs of Father, Mother, Sister, Brother, Henry, carrot, carrot seed, etc.

c Paul and Eva King

PRELIMINARY DRAFT

Unit 109-8

I. OPENING/WARM UP:

A. Good morning song S-101

B. WHO IS THIS? pattern practice (teacher uses felt cut outs from different stories).

II. ACTIVITY: Carrot seed ST-9 felt board activity with musical support.

A. Teacher plays carrot seed taped story while simultaneously placing the various story characters (felts) on board.

B. Teacher stops and starts tape as needed while eliciting responses from the children.

III. ACTIVITY: Carrots grow song S-19

A. Teacher plays "carrots grow" song (part of tape), class ~~listend~~ listens. Teacher reteaches song.

B. Class joins in singing "carrots grow" song.

IV. activity: Down in the ground action chant S-18

Same song activity as previous day.

V. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

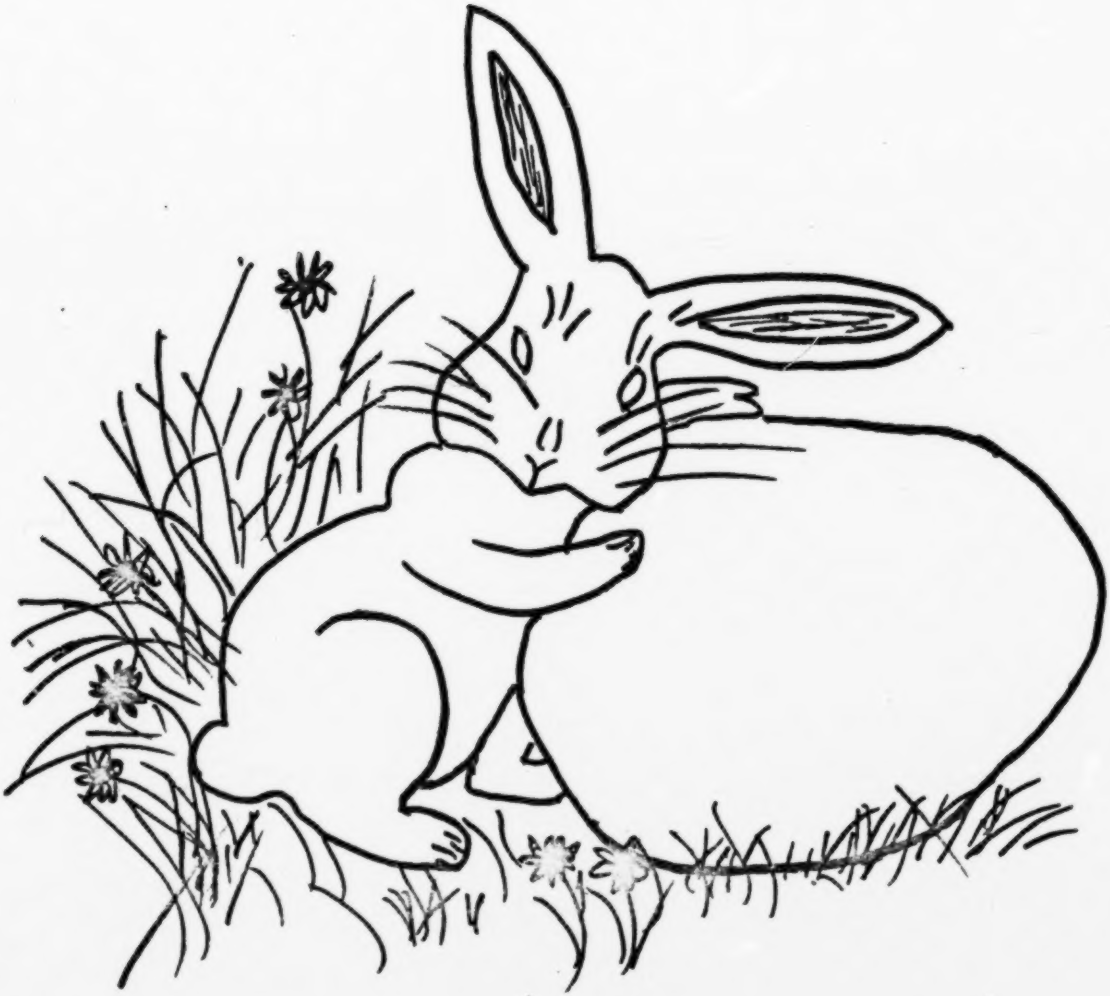
Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-19 song
S-18 chant
Musical tape for story and song.
Felt cutouts of Father, Mother, Brothwr, Henry, watering can, carrot seed, carrot.
Felt cutouts as needed for opening/ warm up(from previous stories)

Unit 110

The Egg



UNIT 110: The Egg

Plans: 110-1 to 110-12

Story: ST-10

Song:

S-20	Bunny Song
S-21	Inside the Egg Song
S-22	Pretty Flowers Song
S-23	Little Bunny Rabbit Song
S-24	Color Guessing Chant
S-33	Easter Egg Song

Realia:

Giant Book
Bunny puppet
Toy duck
Small stone
Egg
Prop pictures of bunny/duck
Easel
Felt pens
Five brushes
Five poster paints
Five empty glass jars
Large paper pad
Jelly beans
Plastic egg
Local flowers or cut-outs of local flowers.

INTRODUCTION TO UNIT 110: THE EGG

LITERARY REFERENCE TEXT

Wise Brown, Margaret. Golden Egg Book
Simon & Schuster, Inc., New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 110-1 through 110-12).
2. To understand The Egg story and to be able to follow it sequentially, both through comprehension and through retelling.
3. To be able to participate in the activities of the story and story related games, particularly by recognizing and doing the actions of shaking, pushing, throwing and jumping.
4. To be able to recognize the colors of red, blue, yellow, black and white, and to produce these colors when requested to do so.
5. To recognize the mixed colors of green, orange, pink, grey and purple.
6. To be able to sing the story related songs either chorally or individually.

BACKGROUND AND SUGGESTIONS

This unit differs considerably from the original reference text in its linguistic patterning.

In addition to the many language patterns and vocabulary items contained in this story, this Easter unit lends itself well to a great many classroom activities.

While children can be expected to recognize and perhaps reproduce such colors as red, blue, yellow, etc., it should not be expected of them to be able to produce mixed colors such as green by putting blue and yellow together. They should be able to recognize these colors (green, orange, pink, etc.), but not necessarily know what "mix" produces them.

PRELIMINARY DRAFT

Unit 110-1

__I. OPENING/WARM UP:__ __Good morning song S-101__

__II. ACTIVITY:__ __Egg story ST-10, GB-10__

A. HERE IS BUNNY - A NEW FRIEND
HE WANTS A FRIEND. LISTEN!

B. Teacher tells story using GB-10 giant book, with gestures, etc.

C. Teacher attempts comprehension questions as suggested on attached sheet, 110-1-A

__III. CLOSING:__ __Good bye song S-102__

__MAIN PATTERNS__

As per script

__A.V. and supplementary__

S-101 song
S-102 song
GB-10 giant book
ST-10 script

c Paul and Eva King

Attachment #110-1-A

SUGGESTED COMPREHENSION QUESTIONS
FOR UNIT 110-1

II. C

What did the bunny find?

Did he hear something moving inside the egg?

What did he think might be inside the egg?

What did he do to find out?

What happened then?

What happened while the bunny was asleep?

What did the bunny think it might be?

Did the bunny find a new friend?

PRELIMINARY DRAFT

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Egg story retelling, ST-10, GB-10

Teacher retells story and demonstrates actinns (shaking, pushing, jumping, etc.) with appropriate objects (see A.V.).

III. ACTIVITY: Bunny song S-20

Teacher "reintroduces" song with bunny instead of Muffin.
Teacher sings first, then children join teacher in singing.

IV. CLOSING: Good bye song S-102

c Paul ~~King~~ and Eva King

Unit 110-2

MAIN PATTERNS

See script ST-10

Comprehension questions 110-1-A

A.V. and supplementary

S-101 song
S-102 song
S-20 song
GB-10 giant book
Bunny puppet
Toy duck
Small stone
Egg

PRELIMINARY DRAFT

Unit 110-3

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Egg story, ST-10 with GB-10, retelling

Teacher retells story prompting children into choral responses.
Teacher may again try comprehension questions in order to prompt responses (see attachment 110-1-A)

III. ACTIVITY: Bunny song S-20 review

Same as previous day

IV. ACTIVITY: Egg chant S-21

A. Teacher teaches chant line by line

B. Children act ~~at~~ as "eggs" while teacher teaches ~~chang~~ chant.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

What can bunny hear?
He hears something that is moving.
Where ~~it~~ is it moving?
Yes, inside the egg.
Who finds the egg?
(What's inside the egg)
Is bunny guessing?
What's inside?
What's he guessing?

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
GB-10 giant book

c Paul and Eva King

PRELIMINARY DRAFT

Unit 110-4

I. OPENING/WARM UP: Good morning song S-101
"Pancho Says" game and pattern practice

II. ACTIVITY: Egg story (ST-10) retelling with puppets and toys

A. Teacher retells story with puppets and objects as in previous unit.
Teacher acts out actions.

B. Teacher elicits choral responses as much as possible.
Divides class into two groups and reviews chorally dialogue portion at end of story. ("bunnies" and "ducks")

III. ACTIVITY: Song and chant review.

A. Bunny song S-20 as before.

B. Egg chant (S-21) activity.
Children act role of "egg" and "popping" duck.
Small groups of children act out while class sings chant.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

a.v. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
GB-10 giant book
Bunny puppet
Toy egg
Toy puppets /small stone

c Paul and Eva King

PRELIMINARY DRAFT

Unit 110-5

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Egg story ST-10 retelling and ~~actiang~~ acting out.

Teacher retells story while two children act out story with puppets. During dialogue portion, teacher prompts class or groups into responses.

III. ACTIVITY: Egg chant, S-21, expansion

Same as previous day but expanded to bird/chidk/goose, etc.
Children act out as class sings.
(Teacher may have children imitate sounds of animals such as quack quack/peep peep/tweet tweet/th-th-th/)

IV. ACTIVITY: Bunny song S-20 review.

Same as previous day

V. CLOSING: Good bye song S-102

MAIN PATTERNS

Can a(bird)come out of an egg?
(chick)

Who can be a ____?
What is it?
It's a ____.

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
GB-10 giant book
Bunny puppet
toy egg
toy duck
/small stone
/picture props

c Paul and Eva King

I. OPENING/WARM UP: Good morning song S-101

Pattern practice

II. ACTIVITY: Egg story ST-10 Dramatization with ~~picute~~ picture props and role playing

A. Teacher retells story with role playing.
Two children (with prop pictures) act out story.
Teacher prompts choral responses.

B. Class sings songs as fitting script and dramatization:
  1. Bunny song S-20
  2. Egg chant S-21

III. ACTIVITY: New song, Sleeping Bunny S-23

A. Teacher sings new song

B. Teacher sings, ~~new song.~~ children hum.

C. Teacher teaches song line by line

D. Teacher and children sing song together

E. Children act out sleeping bunny and jump up as teacher sings.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

As before.

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
S-23 song
Prop pictures of:bunny/duck
Toy egg
Small stone

c Paul and Eva King

PRELIMINARY DRAFT

Unit 110-7

I. OPENING/WARM UP:

A. Good morning song S-101

B. Falling leaves song S-5

II. ACTIVITY: Egg coloring on easel (Easter activity)

A. Teacher prepares props day before.

B. Only basic colors: red, blue, yellow, black, white.

C. Teacher makes felt pen outline of eggs.

D. Children choose(one each) from prepared jars of paint, each jar having a large brush in it.
Children put jar on rear of easel

E. One child at a time paints in back of easel, class guesses what color was painted.
Teacher sings color chant S-24.

F. Teacher shows finished painting, identifies color.

G. While children paint, teacher may teach S-24 chant, line by line, with choral repetitions.

III. ACTIVITY: Sleeping Bunny song S-23, review

Children act out sleeping bunny at their tables.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Let's paint eggs.
Look at the colors: red, blue, yellow, black, white.
Look at the brushes!
What color egg are you painting?

A.V. and supplementary

S-101 song
S-102 song
S-5 song
S-23 song
S-24 chant
Easel, felt pens, five brushes, five poster paints, five empty glass jars, paper pad (large)

Unit 110-8

I. OPENING/WARM UP:

A. Good morning song S-101

B. Bunny song S-20

II. ACTIVITY: Egg coloring on easel (Easter)

A. Teacher prepares all props day before.

B. Same activity as lesson from previous day but with mixed colors.
Mixed colors are created in front of class from five basic colors of day before, that is:
Blue and yellow - green
Red and yellow - orange
Red and white - pink
Black and white - gray
Red and blue - purple

C. Teacher calls two children, each hold a jar of paint.
Teacher names the colors they hold.
Teacher names the new color created as children pour a little into teacher's jar.
Class repeats new color after teacher (mimics)

D. Individual children paint in back of easel. Teacher and class chant color chant S-24 and then guess color.

E. Teacher shows finished painting.

III. ACTIVITY: Sleeping Bunny song S-23

Review from previous days

IV. CLOSING: Good bye song S-102

*This activity can be done by using real eggs and food colors. The children can decorate egg with crayon and put their name on it. Then, they can die the egg.

c Paul and Eva King

MAIN PATTERNS

Green
Pink
Orange
Gray
Brown

Let's make a new color.
Who can make a new color?
What color is this egg?

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-23 song
S-24 chant
Same colors and supplies as previous day plus five extra empty glass ~~jars.~~ jars.

Unit 110-9

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Easter/colors

A. One child is "bunny" holding jelly bean inside plastic egg.

B. Class sings Color Chant S-24

C. Children "guess" or "name" the color of the jelly bean and are rewarded with a candy egg.

III. ACTIVITY: Easter songs review

A. Bunny song S-20

B. Egg chant activity S-21

C. Sleeping Bunny song S-23

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
S-23 song
S-24 chant
Jelly beans
Plastic egg

c Paul and Eva King

PRELIMINARY DRAFT

Unit 110-10

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Egg story ST-10 retelling with GB-10

Teacher retells story, prompts children into choral repetitions as needed. Class is divided into two groups and supplies the dialogue parts as before.

III. ACTIVITY: New song S-22, Pretty Flowers(variation)

A. Teacher sings new song, children listen.

B. Teacher teaches song line by line

C. Teacher and children sing song together.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-22 song
GB-10

c Paul and Eva King

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Easter story ST-10 retelling and dramatization

Teacher prompts children into doing most of the telling with songs as part of the story:

1. Bunny song S-20
2. Egg chant S-21
3. Sleeping bunny song S-23

III. ACTIVITY: Pretty Flowers song S-22, acting out

A. Girls make up small groups of different colored "flowers"

B. Rest of class (bOys) acts out songs, sings.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as before.

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
S-23 song
Local flowers or cut-outs of local flowers as needed for S-22 activity.

c Paul and Eva King

Unit 110-12

I. OPENING/WARM UP: good morning song S-101

II. ACTIVITY: Song review and Easter activity

A. Children make bunny and duckling(which they can keep). They sing various easter songs during this activity:
   Bunny song S-20
   Egg chant S-21
   Pretty flowers song S-22
   Little bunny song S-23

B. Additional songs as needed and as time ~~perminte~~ permits:
   Falling Leaves song – S-5
   Muffin song S-2

III. CLOSING: Good bye song S-102

MAIN PATTERNS

General review of previous patterns, as applicable.

A.V. and supplementary

S-101 song
S-102 song
S-20 song
S-21 chant
S-22 song
S-23 song
S-5 song
S-2 song

c Paul and Eva King

Unit III

Nobody Listens to Andrew

UNIT 111: Nobody Listens to Andrew

Plans: 111-1 to 111-13

Story: ST-11

Song:
- S-25 Telephone Song
- S-26 Bear Song
- S-27 Let's Go to the Zoo Song

Realia:
- Giant Book
- Toy Bear
- Toy bed
- Toy blanket
- Cardboard props:
  - Andrew, father, mother, brother, sister
- Toy telephone
- Four caps:
  - Policeman, Fireman, Dog Catcher, Zookeeper

INTRODUCTION TO UNIT 111: NOBODY LISTENS TO ANDREW

LITERARY REFERENCE TEXT

Guilfoils, Elizabeth. Nobody Listens to Andrew
Follet Publishing Company, Chicago, Illinois

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 111-1 through 111-13).
2. To understand the Andrew story and to be able to follow it sequentially, both through comprehension and eventually through retelling.
3. To be able to participate in the activities of the story and story related games.
4. To be able to sing the story related songs either chorally or individually.

BACKGROUND AND SUGGESTIONS

This unit follows rather closely the original reference text.

The story of Andrew is the tale of a boy who has something important to say but nobody wants to listen because everybody is "too busy". The story also conveys the thought that nobody, not even an adult, is too grown-up to benefit from a mistake.

The bear which is found in Andrew's bed and which eventually is taken to the zoo, provides the "connection" between this unit and unit 113 (The Zoo).

PRELIMINARY DRAFT

Unit 111-1

I. OPENING/WARM UP:

A. Good morning song S-101
B. Pattern practice: HERE I AM
(X) IS MY NAME, etc.

II. ACTIVITY: New story ST-11 Andrew, with GB-11

A. Teacher introduces new story:
HERE IS A NEW FRIEND. HIS NAME IS ANDREW.
ANDREW WANTS TO SAY SOMETHING. SOMETHING IMPORTANT. SOMETHING VERY IMPORTANT. BUT NOBODY LISTENS TO ANDREW. EVERYONE'S BUSY.
LISTEN TO THE STORY:

B. Teacher tells story with GB-11

C. Teacher asks comprehension questions as she turns book back to beginning and uses pages as needed.
See details of suggested comprehension questions on attachment 111-1-A

III. CLOSING: Good bye song S-102

MAIN PATTERNS

See script ST-11

Listen, ____!
Wait!
I'm in a hurry.
I've got to ____
Call ____
Right away.
Look!
~~New~~ Next time we'll listen to ____

A.V. and supplementary

S-101 song
S-102 song
ST-11 script
GB-11 giant book
Attachment 111-1-A
(comprehension questions)

c Paul and Eva King

Attachment for ST-11, Andrew Story

Attachment 111-1-A

SUGGESTED COMPREHENSION QUESTIONS

1. Andrew wants to say something.
2. Is his mother listening? (no) Why not? (She is busy paying the lady).
3. Is his father listening? (no) Why not? (He is busy cutting the grass).
4. Is his sister listening? (no) Why not? (She is busy putting on her roller skates).
5. Is his brother listening? (no) Why not? (He is busy looking for his baseball.)
6. What's upstairs in Andrew's room?
   Where is the bear?
   What is the bear doing?
   Where is the bear sleeping?
7. What are they saying? (teacher: Call the police, call the fire engine, call the dog catcher, call the zoo keeper). (Teacher enumerates as per each person.)
8. Is Andrew calling them all?
9. Who is coming to the house?
10. Where is he taking the bear? (Zoo)
11. What is (father) saying now?
    (mother)
    (brother)
    (sister)
    What are they saying?
    Next time, let's listen to Andrew.

Unit 111-2

I. OPENING/WARM UP: Good morning song S-101

Pattern practice.

II. ACTIVITY: Andrew story ST-11 retelling

A. Teacher retells story eliciting partial choral repetitions, as indicated.

B. If time permits, teacher repeats story activity with choral responses (partial).

III. CLOSING: Good bye song S-102

MAIN PATTERNS

Wait, _____!
Listen, _____!
I am busy.
Look!
It's a bear!
A bear!
Next time, let's listen to Andrew.

A.V. and supplemtntary

S-101 song
S-102 song
GB-11 giant book

c Paul and Eva King

PRELIMINARY DRAFT

Unit 111-3

I. OPENING/WARM UP: Good morning song S-101

Pancho Says game review with T-1

II. ACTIVITY: Andrew story retelling ST-11 with GB-11

Teacher retells story with same choral responses as previous day (111-2)

III. ACTIVITY: New song S-26, Bear Song

A. Teacher introduces Bear Song S-26:
HERE IS ANDREW'S BED.
WHO IS UNDER THE BLANKET? A BEAR!
ANDREW WANTS HIS BED BACK;
HE SINGS THIS LITTLE SONG:

B. Teacher shows bear sleeping in bed and sings new song S-26.

C. Teacher teaches song line by line.

D. Children join in singing.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous day

A.V. and supplementary

S-101 song
S-102 song
S-26 song
P -1 puppet
GB-11 giant book
Toy bear
Toy bed
Toy blanket

c Paul and Eva King

PRELIMINARY DRAFT

Unit 111-4

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice review: THAT'S A _____, etc.

II. ACTIVITY: Andrew story ST-11 retelling with expanded choral responses.

Teacher retells story, prompts children into expanded choral responses to include all conversation.

III. ACTIVITY: Bear Song S-26

Same activity as previous, 111-3, except that children may take turns in putting bear to bed.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous day.

A.V. and supplementary

S-101 song
S-102 song
GB-11
S-26 song
Toy bear
Toy bed
Toy blanket

c Paul and Eva King

PRELIMINARY DRAFT

Unit 111-5

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Andrew story ST-11 with question and answer technique

Teacher retells ST - 11 story using question technique to elicit responses from individual ~~ehie~~ children (teacher prompts children's responses as needed)
See main patterns for questions.

III. ACTIVITY: Bear Song S-26 with children activity

A. All children sing with Andrew.

B. Acting out of song: One child takes role of bear "sleeping", class class takes role of Andrew "singing".

C. Class sings and acts out several times with different children as "bear".

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

What's Andrew saying?
What's his father/mother/brother/ /sister saying?
Who is sleeping in Andrew's bed?
What's his family saying?
What's Andrew doing?
Who is he calling?
Who is coming?
What's the Zoo keeper doing/saying?
What's ______ saying now?
father
mother
brother
sister

A.V. and supplementary

S-101 song
S-102 song
S-26 song
GB-11 giant book

c Paul and Eva King

PRELIMINARY DRAFT

Unit 111-6

I. OPENING/WARM UP: Good morning song S-101

Greetings pattern practice

II. ACTIVITY: Andrew story ST-11dramatization (partial) up to frame 8

A. Teacher starts dramatization (role playing) by assigning roles to children: selects father, mother, brother, sister, Andrew.
(They act out - can join class in conversation)

B. Teacher narrates story and class supplies conversation (chorally) as children.
Teacher uses giant book for narration.

III. ACTIVITY: Bear song S-26

Teacher leads children in singing of bear song S-26 when they discover him "upstairs in Andrew's bed."

VI. CLOSING: Good bye song S-102

MAIN PATTERNS

Story patterns,
and:

(X), you are ____
father
mother
brother
sister
Andrew

A.V. and supplementary

S-101 song
S-102 song
GB-11 book
S-26 song
Toy bear
Toy bed
Toy blanket
Cardboard props
Andrew, father, mother, brother
sister.

c Paul and Eva King

PRELIMINARY DRAFT

Unit 111-7

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Andrew story ST-11 dramatization with role playing

A. Teacher assigns roles, including a child as a "bear"; hands out caps.

B. Teacher and class retell story as far as frame 8; choral response.

C. Teacher and class dramatize remainder of story. Teacher narrates, class supplies conversation.
Then:

III. ACTIVITY: New song, S-25 telephone song.

A. Teacher introduces new Telephone Song S-25 (with toy telephone)

B. Class and Andrew "call the police" via the telephone and sing the song.

C. After first singing the "policeman" comes up.

D. Teacher (and Andrew) sing song a total of four times; after each singing, fireman, zoo keeper, etc. comes running.

E. End of drzmatization: Zoo keeper takes the bear to the zoo (one child leads the other)

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Who wants to be a ____?
policeman
fireman
dog catcher
zoo keeper

Let's call the ____
policeman
fireman
dog catcher
zoo keeper

A.V. and supplementary

S-101 song
S-102 song
S-25 song
Four caps:
  Policeman, fireman, dog catcher, zoo keeper.
Toy telephone

c Paul and Eva King

PRELIMINARY DRAFT

Unit ~~11-8m~~ 111-8

I. OPENING/WARM UP:

A. Good morning song S-101

B. Greetings ~~pate~~ pattern practice

II. ACTIVITY: Andrew story ST-11 dramatization with telephone activity

A. Teacher retells story quickly, children can ~~gib~~ give choral response.

B. Telephone conversation between:
  1. English teacher and native teacher;
  2. English teacher and children;
  3. Children and children (groups)

C. Children sing telephone song S-25 as they call for police, etc.

D. Class sings telephone song S-25

III. ACTIVITY: Bear song S-26 review

Teacher and class sing song.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Who will you call?
I want to call the _____.
Hello!
This is the (policeman) etc.
Hello!
My name is _____.
Please hurry!
There is something in my room.
It's in my bed.
It's a bear.
All right.
Right away.
I'm coming.
(Now)
Thank you.

A.V. and supplementary

S-101 song
S-102 song
S-25 song
S-26 song
Two toy telephones
Props as needed for dramatization
(see unit 111-7)

PRELIMINARY DRAFT

Unit 111-9

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Andrew story ST-11complete dramatization

A. Teacher assigns roles keeping "family" to one side of class, "police, etc." to other side. One child takes role of bear.
Class supplies conversations as indivuduals act out and speak parts.

B. Children sing telephone song S-25 at appropriate places in story.

C. Children sing Bear Song S-26 at appropriate places in story.

D. Class sings both telephone and bear songs.

III. ACTIVITY: New song S-27, Let's go to the Zoo song.

Teacher introduces song (does not teach it) while "zoo keeper" leads "bear" to zoo.
Class may join or hum.

IV? CLOSING: Good bye song S-102

MAIN PATTERNS

All story patterns from previous days.

A.V. and supplemtntary

S-101 song
S-102 song
S-25 song
S-26 song
S-27 song
GB-11 giant book
All props and caps as needed for complete dramatization.

c Paul and Eva King

Attachment 111-10-A

PUPPET ACTIVITY

PURPOSE: Summary for BEAR AND ANDREW STORIES AND PREPARATORY TRANSITION TO FORTHCOMING ZOO STORY AND ZOO ACTIVITIES.

Teacher: Where do you live?

Bear: In the zoo.

Teacher: In your room?

Bear: No, in a cave.

Teacher: Have you got friends?

Bear: Yes, many friends (a giraffe)
(an elephant)
(a bird)
(a monkey)
(and lots of children)

Teacher: What do you eat?

Bear: Fish.

Teacher: What do you drink?

Bear: Water.

I'm tired now.

Can I sleep in your bed?

Teacher: Yes, you can.

PRELIMINARY DRAFT

Unit 111-10

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Let's Go To the Zoo song S-27

A. Teacher teaches verse one line by line, as usual.
Class joins in singing with teacher line by line.

B. Teacher introduces verse two of S-27 song.
Class listens.

III. ACTIVITY: Puppet dialogue - Andrew and the Bear

A. Teacher introduces dialogue withpuppets indicating conversations.

B. Teacher models dialogue line by line.
Children repeat.
(See attachment 111-10-A for dialogue)

IV. ACTIVITY: Song review, Let's go to the Zoo song, S-27.

A. Children and teacher sing together verse one of S-27 song.

B. Teacher reintroduces verse two of song.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

See attachment 111-10-A

A.V. and supplementary

S-101 song
S-102 song
S-27 song (complete)
Bear puppet

c Paul and Eva King

PRELIMINARY DRAFT

Unit 111-11

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Let's Go to the Zoo song S-27

A. Teacher teaches verse two of song line by line.

B. Class and teacher sing together.

III. ACTIVITY: Andrew-puppet dialogue

A. Same activity as previous day. Refer to attachment 111-10-A for dialogue details.
Teacher and "bear" carry on dialogue.

B. Teacher divides class into two groups, "Andrew" and "bear" to supply the dialogue parts.
(teacher notes division of roles so she can reverse them the next day)

III. ACTIVITY: Let's go to the zoo song, S-27 review

Complete review of verses one and two. Class and teacher sing.

V. ACTIVITY: Song review

If time ~~permist,~~ permits, Telephone Song S-25 and Bear Song S-26 to be sung by class and teacher.

VI. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-25 song
S-26 song
S-27 song
Bear puppet

c Paul and Eva King

PRELIMINARY DRAFT

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Let's go to the Zoo song S-27

Complete review of verses one and two.

III. ACTIVITY: Andrew puppet dialogue with ~~feversed~~ reversed roles

Same as previous day (111-11) except the two groups of children have roles reversed.

IV. ACTIVITY: Song review

Class ~~joind~~ joins teacher in reviewing songs S-25 telephone and S-26 Bear song.

1. Teacher introduces each song by reviewing scene that fits the respective song.
2. Class sings each song as a group.
3. Child takes role of bear, Andrew, zoo keeper, police, etc.

V. CLOSING: Good bye song S-102

c Paul and Eva King

Unit 111-12

MAIN PATTERNS

Andrew is calling the ______
(Police, etc)

A.V. and supplementary

S-101 song
S-102 song
S-25 song
S-26 song
S-27 song
Bear puppet
Toys and props as needed for
song activities, IV.)

PRELIMINARY DRAFT

Unit ~~111-12~~ 111-13

I. OPENING/WARM UP: Color pattern practice

II. ACTIVITY: Andrew story ST-11 review

Teacher retells story with GB-11 and prompts children to do most of the telling.
All three Andrew songs to be used as part of ~~sety~~ story: S-25, S-26, S-27.

III. ACTIVITY: Andrew-puppet dialogue

Teacher divides class (perhaps boys to be "Andrew" and girls to be "bear")
Teacher cues groups quickly:
THE BEAR SAYS:
ANDREW SAYS:
Teacher prompts as necessary.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

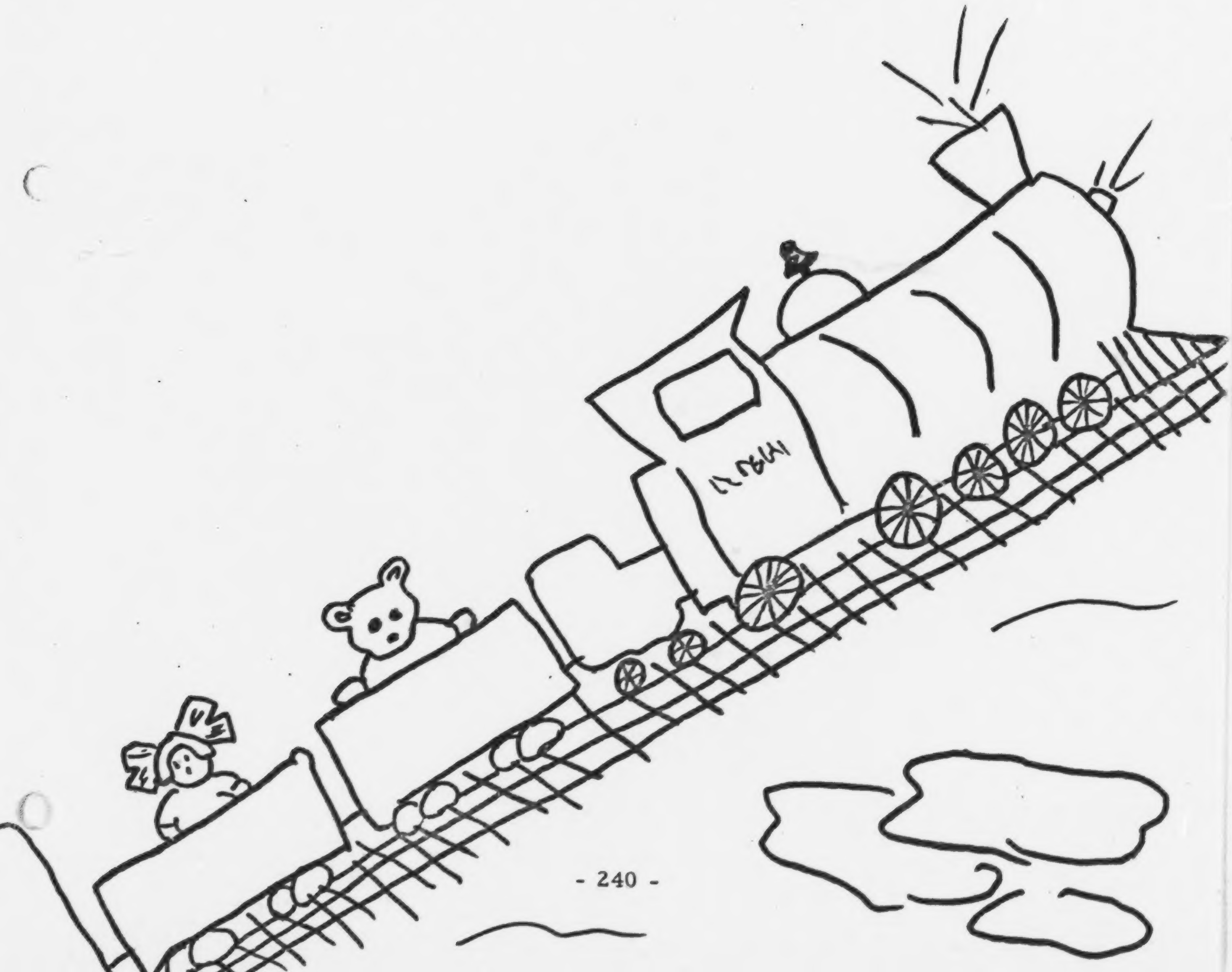
All patterns of story and puppet dialogue.

A.V. and supplementary

S-102 song
S-25 song
S-26 song
S-27 song
Bear puppet.

Unit 112

Little Toy Train



UNIT 112: Little Toy Train

Plans: 112-1 to 112-13

Story: ST-12

Song:
S-16 Little Engine That Could Song
S-17 Little Engineer Song

Realia:
- Giant Book
- Actual toy train
- Actual toy tracks
- Four caps
- Four toy pictures
- Stop sign
- Go sign
- Toy tickets

INTRODUCTION TO UNIT 112: THE LITTLE TOY TRAIN

LITERARY REFERENCE TEXT

Piper, Walter (retold by). Little Engine That Could
Platt & Munk Company, New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 112-1 through 112-13).
2. To understand the story and to be able to follow it sequentially both through comprehension and eventually through retelling.
3. To be able to participate in the activities of the story and story related games.
4. To make the connection from "effort and cooperation" to "success".
5. To be able to sing the story related songs either chorally or individually.

BACKGROUND AND SUGGESTIONS

The linguistic pattern of this unit differs considerably from the original reference text.

"The Little Engine That Could" tells the story of effort and cooperation and how it can lead to success and create happiness. It also tells the story of how lack of cooperation and selfishness creates unhappiness.

An excellent phonograph record on this story is available commercially. It should be used as supplementary material.

PRELIMINARY DRAFT

Unit 112-1

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: New story ST-12, The Toy Train, with GB-12

A. Teacher introduces new story:
HERE IS A NEW FRIEND.
THE LITTLE ~~ENGING~~ ENGINE THAT COULD.
HE IS A GOOD FRIEND.
HE IS LITTLE BUT HE WANTS TO HELP.

B. Teacher presents story with GB-12.
Teacher emphasizes sounds of train and also language patterns imitating sounds of train.
Teacher sings song part in story (Choo-choo) as per new song S-16, part2.

C. Teacher repeats story, if time permits.
Children hum tune at end.

D. Teacher asks comprehension questions. See suggested list of questions on attachment 112-1-A.

III. CLOSING: Good bye song S-102

MAIN PATTERNS

See script ST-12

A.V. and supplementary

S-101	song
S-102	song
ST-12	script
GB-12	giant book
S-16	song

c Paul and Eva King

COMPREHENSION QUESTIONS

1. Where is the Toy Train going?
2. What is the train carrying?
3. Can he reach the top of the hill?
4. Can the Little-Train-in-a-Hurry help?
   What's he saying? (I'm in a hurry, in a hurry, in a hurry.)
5. Can the Tired Train help?
   What's he saying? (I'm so tired, so tired, so tired).
6. Can the Little Engine that Could help?
   What's he saying? (I think I can, I think I can.)

PRELIMINARY DRAFT

Unit 112-2

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: The Toy Train ST-12 story retelling, GB-12

Teacher retells story with GB-12 leading class in choral responses.
Children also sing Choo-choo song part of story along with teacher after teacher teaches it.

III. ACTIVITY: New song S-17, Train song and activity (part 2 only)

A. Teacher sings choo-choo part of S-17 as in story, with class.

B. Teacher leads children around room in acting out song of little train.
Teacher acts out with few children at a time while they and whole class sing.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Script ST-12 and:

Too bad!
What are we to do now?
Please, help us!
I can't. I'm in a hurry.
I can't . I'm so tired.
I think I can.

A.V. and supplementary

S-101 song
S-102 song
GB-12
S-17 song

c Paul and Eva King

PRELIMINARY DRAFT

Unit 112-3

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice: WHAT'S THIS TOY?
IT'S A ____.

II. ACTIVITY: Toy Train ST-12 choral dramatization

A. Teacher divides class into groups:
1. Toys (elephant, bear, doll, giraffe)
2. In-a-Hurry Train
3. Tired Train
4. Little Enging that Could train

B. Teacher is Toy Train, retells story.
Teacher prompts groups into chroal responses (choral responses as ~~pers~~ per script ST-12) in sequence of story.
Toy train, toys, Hurried Train, toys, Tired Train, toys, Engine that Could Train, toys, Toy train, etc.

III. ACTIVITY: Train Song S-17 (part two) and activity

As previous day.
Activities as time permist, with small groups being toy train.
Class sings.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

What's this toy?
It's a ____.
Who wants to be ____?

A.V. and supplementary

S-101 song
S-102 song
S-17 song
GB-12

c Paul and Eva King

PRELIMINARY DRAFT

Unit 112-4

I. OPENING/WARM UP:

A. Good morning song S-101

B. Pattern practice: WHAT'S THIS TRAIN CALLED?
WHAT CAN THIS TRAIN SAY? etc.

Use four pictures of toys and GB-12.

II. ACTIVITY: Toy train ST-12 dramatization

A. Teacher introduces actual toy train and reenacts story herself with toy train.

B. Children are selected to manipulate toy engines and train, and class is encouraged to speak language patterns as appropriate.

C. Teacher prompts individual children to respond with patterns while manipulating the toy ~~tra~~ train.
Class is divided into groups as previous day.

III. ACTIVITY: Little ~~Engli~~ Engine Song, S-17, complete

A. Teacher introduces (and sings) new song S-17

B. Teacher teaches song line by line.

C. Class sings with teacher.

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

What's this train called?
What can this train say?

A.V. and supplementary

S-101 song
S-102 song
S-17 song
GB-12book for pictures of toys
Actual toy train
Actual toy tracks

PRELIMINARY DRAFT

Unit 112-5

I. OPENING/WARM UP:

A. Good morning song S-101

B. Toy train pattern practice with toy pictures and toy trains.

II. ACTIVITY: Toy Train ST-12 - role playing

A. Teacher assigns roles and gives out four caps (trains) and four picture cards (toys).
(Teacher assigns two or more children to each train)
1. Four trains on one side of class: teacher identifies by name.
2. Four toys on other side of class: teacher identifies by name.

B. Teacher tells story in question form while prompting ~~groud~~ groups into choral responses.
Groups dramatize.

C. Class always joins in singing part of story (Choo-choo).

III. ACTIVITY: Engineer Song S-17, complete.

A. Teacher and class sing song.

B. Class group action during song follows teacher's hand signals.
Teacher teaches hand actions for stop-go.
Class follows with hand actions as per language patterns.

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Where is the (elephant)?
Where is the toy train?
Where is the Tired Train?
Who wants to be ____?
Which train is this?
What's he saying?
I am ____.
Stop!
Go!

A.V. and supplementary

S-101 song
S-102 song
S-17 song
GB-12
Four toy pictures
Four toy trains
Four caps

c Paul and Eva King

PRELIMINARY DRAFT

Unit 112-6

I. OPENING/WARM UP:

A. Good morning song S-101

B. Toy train pattern practice (individual children act out while responding orally)

II. ACTIVITY: Toy train ST-12 role playing

Same activity as previous day (112-5), except that teacher selects new groups of children to be "toys" and "Trains".

III. ACTIVITY: Engineer Song S-17, expanded activity

A. Teacher and class sing song while teacher "is" engineer and demonstrates how stop and go signs are used during song.

B. Teacher selects child to be "engineer" and child gives "stop" and "go" commands during song activity to class. Child uses signs.

C. Same as above but teacher divides class into four trains.
Engineer gives sign commands to ~~"trin~~ "trains".
Different children are "engineer".

IV. CLOSING: Good bye song S-1 02

c Paul and Eva King

MAIN ~~PATS~~ PATTERNS

Can you walk?
Can you walk like _____?
(The Tired Train)
(The Train in a Hurry)
(The Train I Think I Can)

Stop!
Go!

Who wants to be _____?

A.V. and supplementary

S-101 song
S-102 song
S-17 song
Four caps
Four toy pictures
GB12book
Stop sign
Go sign

PRELIMINARY DRAFT

Unit 112-7

I. OPENING/WARM UP:

A. Good morning song S-101

B. Listen and count activity (musical instruments and hanky)

II. ACTIVITY: S-17 Engineer Song activity

A. Teacher issues four caps to four children who become the four "Engines" of the story.
Teacher groups class behind these four "engines" so that four "trains" are formed.

B. Teacher and class sing song with class moving about and teacher "stopping" and "strating" train with signs.

C. Variation of above activity: Teacher forms four circles (one after the others) as per "trains".
Child engineer is in middle, "train", responds orally to sign commands.

III. ACTIVITY: The Engineer's Game

A. Class ramains grouped into four trains as during song activity above.

B. One child is the "engineer" and asks ~~for other~~ four other children whether they have tickets for the train.

C. Then, the "engineer" gives "stop" and "go" signs to the four children as "trains" who move about according to these signals.
"Engineer" gives commands verbally, along with signalling.

D. Group is selected to sing Engineer Song S-17, and class joins in singing the Choo-choo section of the song,

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

What can you hear?
How many times?

Stop!
Go!

Who wants to be _____?
Have you got tickets?
Here is your ticket.
Thank you.

A.V. and supplementary

S-101 song
S-102 song
s-17 song
Musical instruments
Hanky
Four caps
Stop sign/Go sign
Toy tickets.

PRELIMINARY DRAFT

Unit 112-8

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Toy train ST-12 story retelling with choral responses

Story retelling with children doing most of the language patterns. Teacher prompts as needed. Repeats if time ~~permist permist~~ permits.

III. ACTIVITY: New song S-16, "I think I Can", verse one and two

A. Teacher introduces verse one and two of S-16.

B. Teacher sings verse one line by line.

C. Teachdr and class join in singing.

IV. GLOSING: Good bye song S-1 02.

MAIN PATTERNS

Same patterns as previous days

A.V. and supplementary

S-101 song
S-102 song
GB12 book
S-16 song

C Paul and Eva King

PRELIMINARY DRAFT

Unit 112-9

I. OPENING/WARM UP:

A. Good morning song S-101

B. TOUCH pattern practice: parts of body and objects of "touch"game.

II. ACTIVITY: Toy train ST-12story retelling

Teacher and class retell story with giant book, GB-12,fairly quickly.

III. ACTIVITY: "I Think I can" song, S-16

A. Teacher plays taped version (song) of ST-12 story. Class listens.

B. Teacher reteaches verse one of S-16 song. Practices with class.

C. Teacher plays S-16 taped song again and joins in singing of "I Think I Can".

D. Teacher and class sing S-16 sections without the tape. First verse only. To be repeated.

E. Tape may be used again, if desired.

IV. ACTIVITY: Engineer Song S-17, review activity.

Teacher and class review song including stop-go signalling while class sings. Activity on part two.
Class forms four trains of ~~the~~ three children each, if desired.

V. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as previous day.

A.V. and supplementary

S-101 song
S-102 song
S-16 song (taped)
S-17 song
Stop sign/go sign

Unit 112-10

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Toy train story ST-12

Story retelling with class responses as previous day

III. ACTIVITY: "I Think I Can Song" S-16

A. Teacher reviews verse one of S-16 song

B. Teacher teaches verse two line by line, like a new song.

C. Class joins in S-16 sections. Tape is repeated, as previous day.

IV. ACTIVITY: Engineer song, S-17

Same as previous days.

V. CLOSING Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-101 song
S-102 song
S-16 song (taped)
S-17 song
Caps and signs as appropriate

c Paul and Eva King

Unit 112-11

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: "I Think I Can" song, S-16 review

Same as previous day.

III. TOY SHOP GAME

A. NOW THE LITTLE TRAIN HAS ARRIVED IN THE LITTLE TOWN ON THE OTHER SIDE OF THE MOUNTAIN. ALL THE TOYS ARE IN THE TOY SHOP FOR THE CHILDREN. LET'S ALL GO IN.

B. Teacher plays "Toy Shop" with the class.
LOOK, TOYS!
TOYS FOR CHILDREN.

C. Teacher gives out "tickets" as money. Asks each child (rapidly) how many they have. (Numbers practice)

IV. ACTIVITY: Engineer song S-17 review

Same as previous day.

V. CLOSING: Good bye song S-102

MAIN PATTERNS

What toy do you want?
I want a _____.
Please.
Here it is.
Thank you.
Thank you very much.
I haven't got it.
Too bad!
Who's got a _____?
Give me the _____!
Bring me _____!
Bring the _____!

A.V. and supplementary

S-101 song
S-102 song
S-16 song (taped)
S-17 song
Toy animals: elephant, bear, doll, giraffe, dog, duck, bird, bunny, horse.

c Paul and Eva King

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Toy shop game, expanded.

Same as previous day, but including other objects and animals from previous stories.
Colors may also be added, if desired.

III. ACTIVITY: Train songs review

A. Engineer song S-17

B. "I Think I Can" song S-16

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as previous day

A.V. and supplementary

S-101 song
S-102 song
S-16 song (taped)
S-17 song
All toys as previous day plus additional toys as desired for toy shop game.

c Paul and Eva King

Unit 112-13

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Toy Train story ST-12 retelling, choral response and dramatization

Story retelling with children doing most of the telling.
Songs to become part of the story.

III. ACTIVITY: Train songs review

A. "I Think I Can" song S-16, verses one and two.

B. Engineer song S-17, with stop and go signs

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as previous day

A.V. and supplementary

S-101 song
S-102 song
GB-12giant book
    S-16 song (taped)
S-17 song
Stop sign/go sign

Unit 113

The Zoo

UNIT 113: The Zoo

Plans: 113-1 to 113-16

Story: ST-13

Song:
S-28 Train to the Zoo Song
S-29 Monkey Song
S-30 Bear Song
S-31 Seals Song
S-32 Elephant Song

Realia:
Giant Book
Zoo picture
Bear puppet
Ten toy animals
Six toy foods
Flannel board and cutouts:
  Animals, food, items
Easels

INTRODUCTION TO UNIT 113: THE ZOO

LITERARY REFERENCE TEXT

Rey, H. A. Feed the Animals
Houghton Mifflin Company, New York, New York

OBJECTIVES

1. To comprehend and produce the major language patterns of the unit (Daily Lesson Plans 113-1 through 113-16).
2. To understand the Zoo story and to be able to make the connection from the zoo animals to the type of food which they eat.
3. To be able to participate in the activities of the story, especially the guessing feature, and story related games.
4. To be able to understand and act out the commands of the various song activities.
5. To be able to sing the story related songs either chorally or individually.

BACKGROUND AND SUGGESTIONS

This story is presented entirely in rhyme. It is, in effect, a "guessing game" for the participating children.

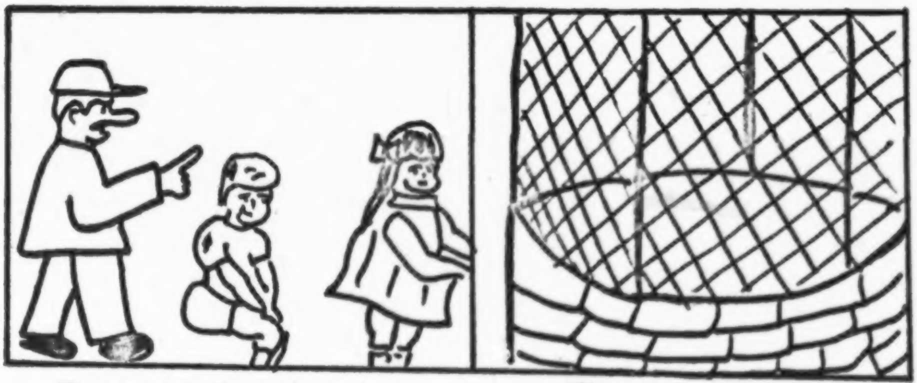
It is important that the rhymed verses of this story are memorized and presented with ease. Coordination between the opening of the "flap" and the verse is important. A taped version of the story rhymes is entirely suitable.

In introducing the story the connection should be made from the "Nobody Listens to Andrew" unit to the Zoo story. (See Daily Lesson Plan number 113-1-A).

A considerable number of songs are connected with this story unit. They should be presented, acted out, and learned well.

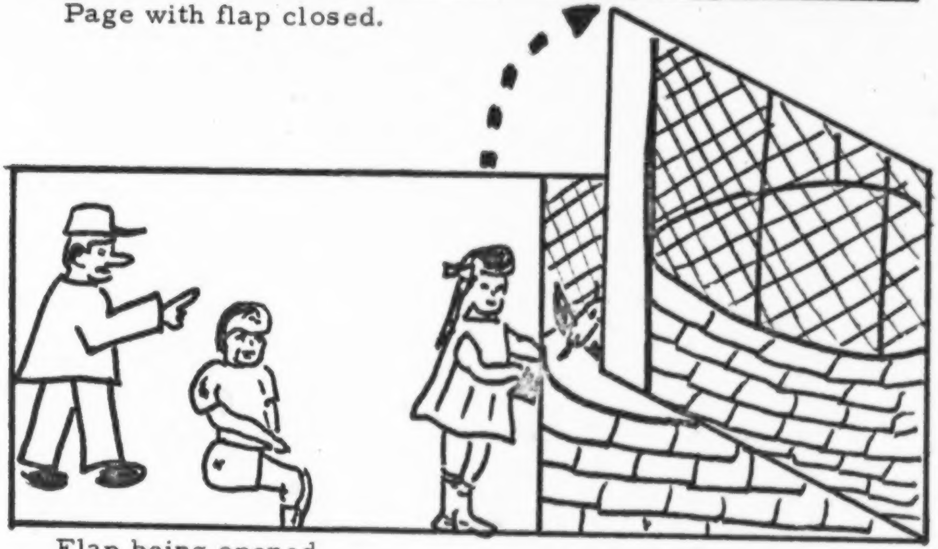
Suggestions on how to prepare the Giant Book with the special "flaps" may be found on the next page.

1.



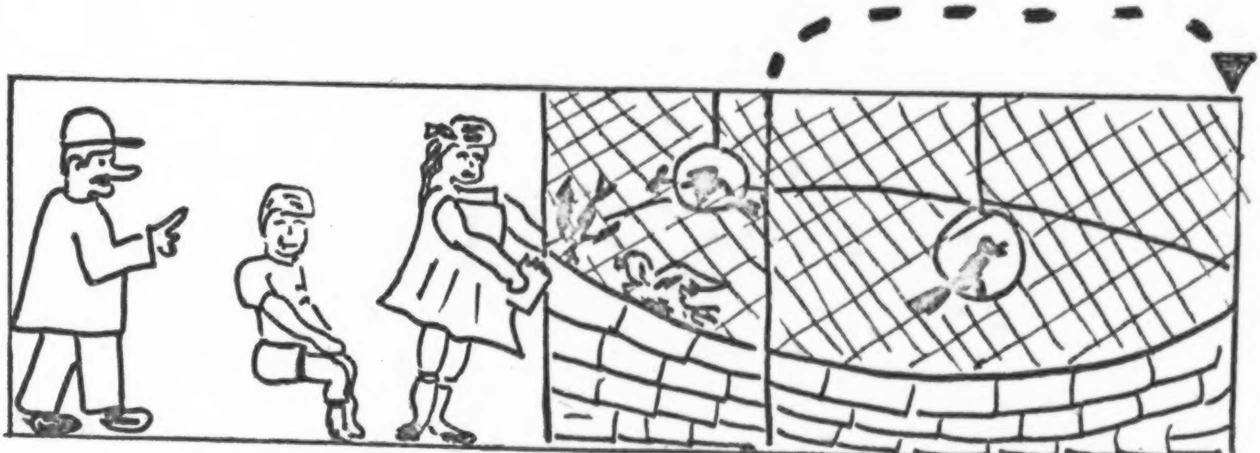
Page with flap closed.

2.



Flap being opened.

3.



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PRELIMINKARY DRAFT

Unit 113-1

I. OPENING/WARM UP: Good morning song S-101

II. ACTIVITY: Train to the Zoo, s-28A song (new) and Bear Puppet Activity

A. Bear puppet introduces new song Train to the Zoo through transition from previous story (Andrew). See attachment 113-1-A.

B. Teacher introduces new song S-28-A.
Shows picture 1 only of GB-13 (with flap closed).
1. Teacher first sings alone.
2. Teacher teaches song line by line.
3. Children and teacher sing.

C. Teacher introduces "new friends":
HERE ARE TWO NEW FRIENDS TODAY - JUAN AND MARIA.
THEY ARE ON THE TRAIN WITH US.
AND WHERE ARE THEY GOING?

D. Teacher says ~~vere~~ words of script ST-10 and then ~~callen~~ calls on individual children to open flap of picture.

E. Teacher promises children:
TOMORROW LET'S GO WITH JUAN AND MARIA TO THE ZOO TO SEE THE BEAR'S FRIENDS (Names several zoo animals).
AND LET'S HELP FEED THE ANIMALS TOO.
Teacher points to animals in picture as she names them.
Teacher elicits names of animals utilizing pattern:
HERE'S/THERE'S A _____.

III. CLOSING: Good bye song - S-102

MAIN PATTERNS

See script ST-13
and:

Here's a _____.
There's a _____.
(elephant)
(bear)
(giraffe)
(monkey)

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
GB-13 (picture one only)
Zoo picture
Bear puppet
script

c Paul and Eva King

PUPPET ACTIVITY

Purpose: to establish transition from Andrew Story to the Zoo story and Zoo activity via the Train to the Zoo Song.

BEAR PUPPET TALKS TO CHILDREN; CHILDREN ASK HIM QUESTIONS.

Bear: Good morning, boys and girls.

I was sleeping in Andrew's bed.

Teacher and Children: Where do you live now?

Bear: Now I live in the zoo.

I live in a cave.

Every day my friend, Zookeeper Bill, gives me food.

Teacher and Children: And what do you eat?

Bear: Fish -- I like fish.

I eat carrots and apples too.

Teacher and Children: And what do you drink?

Bear: Water. I drink water.

Teacher and Children: Do you have many friends?

Bear: Yes. I've got many friends. Look: a zebra, an elephant, a tiger, a lion, a monkey, a giraffe, birds, and my friends, the bears.

Come children, visit me and my friends.

Visit me in the zoo.

Now, look, here comes the train --

The train to the zoo!

PRELIMINARY DRAFT

Unit 113-2

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song, S-28-a, children join in singing.

II. ACTIVITY: Zoo story ST-13, part one (pictures one to six only) (tape one to six only)

A. Teacher ~~uses~~ introduces new story:
TODAY, OUR FRIENDS, JUAN AND MARIA, ARE GOING TO THE ZOO

B. Teacher "tells" verses of story.

C. At end of each verse, teacher repeats last four lines of verse.

D. Then, teacher calls on individual child,to come up.

E. Child opens flap of book.

F. Teacher points to picture and identifies animal.

G. Teacher terminates presentation (part one) with reference to "tomorrows" visit to the zoo to meetother new animal friends.
Note: Do not close book...keep today's last page open!

H. Transition to new song:
IT'S TIME TO GO HOME FROM THE ZOO.
OUR TRAIN IS WAITING!
LET'S SAY GOOD BYE TO OUR NEW ANIMAL FRIENDS.

I. Teacher calls on individual children to say good bye to animals. Pages of open book are flipped in reverse, back up to picture #1 (train) then:

III. ACTIVITY: Train from the Zoo, ~~activity~~ S-28b, new song.

A. Teacher introduces new song, verse B, sings alone.

B. Teacher goes over song line by line.

C. Children join in singing. Repeat

IV. CLOSING: Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Now what will they bring?
And for whom will it be?
Just open the flap!
And then you will see!

They are (seals)
(zebras)
(birds)
(giraffe's)
(bears)

What are they eating?
Fish.
Grass.
Seeds.

They are eating _____.

Good bye (bears)!
Until tomorrow!

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
GB-13 pictures one to six.

PRELIMINARY DRAFT

Unit 113-3

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the zoo song S-28-a review

II. ACTIVITY: Zoo story ST-13, part two (pictures 7-12)

A. Teacher introduces second half of new ~~to-stoy~~ story:
TODAY, OUR FRIENDS JUAN AND MARIA, ARE GOING TO THE ZOO TO SEE MORE NEW ANIMAL FRIENDS.

B. Teacher now "tells" story of frame one, and then follows ~~samw-~~ same procedures and techniques of previous day for pictures 7-12, starting with picture number 7.

III. ACTIVITY: Elephant song, S-32

A. Teacher sings new activity song acting out elephant's motion (walking and swaying of tongue)

B. Teacher sings, children join in action.

C. Teacher teaches song line by line.

D. Children join teacher in singing and action.

IV. ACTIVITY: Good bye story ST-13

Teacher calls on individual children to say "good bye" to animals.

Open book pages are flipped in reverse order, all the way back to picture number one (train). Same procedures and techniques as on previous day.

V. CLOSING:

A. Song Train from the Zoo, S-28-b (children join)

B. Good bye song S-102.

MAIN PATTERNS

Script ST-13 opening verse plus verses from frames 7-12.

They are ______.
Lion
Camel
Elephant
Tiger
Monkey
Children

What are they ~~eating~~ eating?
meat
carrots
bread
meat
bananas
ice cream
They are eating _____.

Good bye, _____.

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
GB-13

c Paul and Eva King

PRELIMINARY DRAFT

Unit 113-4

I. OPENING/WARM UP:

A. Good morningsong S-101

B. Train to the Zoo, S-28-a

II. ACTIVITY: Zoo story ST-13, complete, GB-13

Teacher presents entire activity story as on previous day, but with:

1. Emphasis on choral responses (last four lines of each verse)
2. Emphasis on individual responses, individual children are called on to "open the flap" and identify the animals and food.
3. Teacher prompts choral and individual responses as needed.

III. ACTIVITY: Elephant song S-32

Teacher and children sing elephant ~~sent-and~~ song and act out the elephant's motion (swaying of trunk).
Group and individual actions!

IV. CLOSING:

A. Train from the Zoo song S-28-b (children join)

B. Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as previous day

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
GB-13 giant book
S-32 song

PRELIMINARY DRAFT

Unit 113-5

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Zoo story ST-13 with choral responses

A. Teacher ~~leaves~~ leads children in "guessing" of animals and food of GB-13 story before flaps of pages are turned:

LET'S SEE WHO CAN GUESS WHAT ANIMAL LIVES HERE AND WHAT FOOD IT EATS.

B. Teacher presents verse. Emphasis on choral response during last four lines of verse.

C. Teacher asks for "guesses" from two children before flap is turned. Then, teacher calls on one child and repeats last two lines of verse:
JUST OPEN THE BOOK
AND THEN YOU WILL SEE!

D. Child opens flap. Teacher starts dialogue about animals and foods (see patterns)

E. Additional variation, if time: game can be expanded by taking pages in the book at random, and letting other children "guess".

III. ACTIVITY: Elephant song S-32

Class and teacher sing and act out song.

IV. ACTIVITY: New song, Seals, S-31

Teacher introduces new action song, acting out seals swimming, jumping and flapping motions by hand.
Teacher sings, children mimic actions.
Teacher teaches line by line.
Children join teacher during second presentation in singing and acting out.

V. CLOSING:

A. Train from the Zoo song S-28-b
B. Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

For whom is it?
And what is she going to eat?
It's a _____.
What is it?
Yes, it's a _____.
And what is he eating?
He is eating _____.
Yes, the (animal) eats (food).

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
S-31 song
GB-13 giant book

Unit 113-6

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Feed the animals action with GB-13 and toys

A. Toy animals are placed on table; toy foods are lying nearby on table separate from toy animals.

B. Teacher uses GB-13 with flaps open showing the feeding of the animals. At each frame, teacher invites individual children to be "zoo keeper" and to feed the animals.

C. Child selects proper food and feeds it to proper toy animal according to each appropriate picture.

Teacher constantly prompts children into naming foods and the animals as per script patterns.
Children pick up food and proper animal during dialogue.
Teacher uses many individual children.

III. ACTIVITY: Seals and Elephants songs, S-31 and S-32

Teacher and children sing and act out the motions of the respective animals.

IV. CLOSING:

A. Train from the Zoo song, S-28-b

B. Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Who wants to be zoo keeper Bill?
Zoo keeper Bill brings the foods for the animals.
Zoo keeper Bill, what's this in your hand?
Food.
For whom is it?
For the _____.
And what will (he) eat?
(it)
(they)

(X), take the food to the (animal)!

The (animal) eats (food).

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
S-31 song
S-32 song
GB-13 giant book
Ten toy animals
Six toy foods

Same as previous day (113-6)

Songs can be acted out by several small groups of children.

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Monkey song S-29-a

A. Teacher introduces new song, each of the three verses, acting out the activities called for in each verse.

B. Teacher sings, class acts out.

C. Teacher teaches verse one only, line by line.

D. Children join in singing and acting out monkey imitations of teacher's activities.

III. ACTIVITY: Feed the animals review, GB-13 and toy animals/foods

Simplified activities and language patterns as on preceding day.
GB is ~~shew-in~~ shown with flaps open, individual children act as "Zoo keeper Bill", selecting the food and feeding the animals.
To cue Feed the Animals Activity, same procedures and techniques as previous day.

IV. CLOSING:

A. Train from the Zoo song S-28-b

B. Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as previous day.

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
S-29 song
GB-13 giant book
Toy animals
Toy foods

PRELIMINARY DRAFT

Unit 113-9

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Monkey song, S-29-b

Same procedure as previous day (113-8), except that teacher now teaches verse two of Monkey Song (s-29-b) line by line.
Usual activities and singing of class.

III. ACTIVITY: Zoo songs review

S-29-a Monkey song
S-28-b Train to/from the Zoo
S-32 Elephant song
S-31 Seal song

IV. CLOSING: Good bye song S-102

MAIN PATTERNS

Same as before.

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
S-29-a song

S-29-b song
S-31 song
S-32 song

c Paul and Eva King

PRELIMINARY DRAFT

Unit 113-10

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Monkey song and action, S-29

A. Teacher reviews verse one and two (29a and b)

B. Teacher teaches verse three of Monkey song (29c), line by line.

C. Teacher and ~~chl~~ children sing and act out ~~verses.~~ verse three.

D. Then : Teacher divides class into "children" and "monkeys" and gives commands to the two groups, that is, first to the "children" and then to the "monkeys" that they should ~~cope~~ copy the "children". Teacher expands this activity along "Pancho Says" and other familiar patterns.

III. ACTIVITY: Song review, S-31 and S-32

Teacher and children join in singsing and acting out both seals and elephant songs in groups and individually.

IV. CLOSING:

A. Train from the Zoo song, S-28-b

B. Good bye song S-102

MAIN PATTERNS

Who wants to be _____?
A(monkey) or
A (child)

Jump!
Clap your hands!
Look in the mirror!
Touch _____.
    (your head)
    (your foot)

    (your nose)
    (your ear)

Open _____!
Close _____!
Walk _____!
    like an elephant
    like a giraffe
    like a camel

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
S-29-a song
S-29-b song
S-29-c song
S-31 song
S-32 song

c Paul and Eva King

PRELIMINARY DRAFT

Unit 113-11

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song, S-28-a

II. ACTIVITY~~E~~ Zoo Flannel Board Activity (GB-13)

A. Teacher presents Zoo story using only several lines of script. Children participate in selection of felt cutouts and placement on flannel board.
Flannel cutouts to be ~~pal~~ placed on table, separated into three groups (animals, foods, and items) - each individually visible.

1. JUAN AND MARIA NOW STAND AT THE (_____).
   Individual child comes ~~a~~ up and selects "water" cutout, then places it on flannel board.
2. WHO LIVES HERE?
   Same child selects "seal" cutout and places it on flannel board near "pool".
3. AND WHAT DOES HE EAT?
   Same child selects "fish" cutout and places it on flannel board near "seal".

B. Teacher repeats activity for next group of three cutouts with another child, etc.
Each child places ~~on~~ all three items on felt board to complete each "picture".

Teacher uses open GB-13 book as needed for identification.
Teacher places GB on one easel (one side), flannel board on other easel (other side of teacher).
Zoo songs to be sung if time permits.

III. CLOSING:

A. Train from the Zoo song, S-28-b

B. Good bye song S-102

MAIN PATTERNS

Juan and Maria now stand at the ___.
Who lives there?
And what does he eat?

A.V. and supplementary

S-101 song
S-102 song
S-28-a song
S-28-b song
Flannel board
Flannel board cutouts: "animals, food, items."
GB-13 giant book
Two easels.

c Paul and Eva King

Unit 113-12

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Zoo felt board activity.

Same activitites as previous day (113-11)

III. ACTIVITY: Zoo songs review

Monkey songs, S-29-abc

Elephant song S-32
seal song S-31

IV. CLOSING:

A. Train from the Zoo song S-28-b

B. Good bye song S-102

MAIN PATTERNS

Same as previous day

A.V. and supplementary

All felt board cutouts and all songs same as previous day.

c Paul and Eva King

PRELIMINARY DRAFT

Unit 113-13

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Zoo story ST-13 choral responses, with tape T-13

Tezcher retells story with choral responses.
Children join as much as possible in first four lines of each frame.

III. ACTIVITY: New Sleeping Bear, song, S-30

A. Teacher introduces new song

B. Teacher imitates "sleeping bear". Children also imitate.

C. Teacher teaches song line by line.

D. Children join teacher in song and activity of Sleeping Bear.

IV. ACTIVITY: Bear songs review

Teacher uses opportunity of new Bear song, (S-30), to review all other "Bear" songs from previous lessons:
WHAT OTHER BEAR SONGS CAN WE SING?
LET'S SEE. SHALL WE SING THEM?
TEACHER HELPS CHILDREN REMEMBER THEM.
S-14 Little Bear Song
S-15 Chilly song
S-26 Bear song
S-27 Let's go to the Zoo song

V. CLOSING:

A. Train from the Zoo song S-28-b

B. Good bye song S-102

MAIN PATTERNS

Same as previous days.

A.V. and ~~spuu~~ supplementary

S-101 song
S-102 song
S-28-ab song
S-30 song
S-14 song
S-15 song
S-26 song
S-27 song
ST-13 script
T-13 tape

c Paul and Eva King

PRELIMINARY DRAFT

Unit 113-14

I. OPENING/WARM UP:

A. Good morning song S-102

B. Train to the Zoo song S-28-a

II. ACTIVITY: Zoo story ST-13 with ~~eall~~ class responses, GB-13, T-13

Tape and teacher present entire complete action story as previously, with emphasis on:

1. Choral responses ~~deing-tape~~ during tape presentation (last four lines of each verse)
2. Emphasis on individual responses when individual children are called to "open ~~ght~~ the flap".

However; in last text, children (instead of teacher) attempt to identify animals and food. Teacher prompts as needed.

III. ACTIVITY: Sleeping Bear song S-30

Song review.
Teacher reteaches if necessary.

IV. ACTIVITY: Monkey songs S-29 ABC

Teacher and children sing and dramatize the activities of the song.

V. CLOSING:

A. Train from the Zoo song S-28-b

B. Good bye song S-102

MAIN PATTERNS

Same as previous days

A.V. and supplementary

S-102 song
S-101 song
S-28-ab song
S-30 song
S-29-abc song
GB-13
T-13

c Paul and Eva King

PRELIMINARY DRAFT

Unit 113-15

I. OPENING/WARM UP:

A. Good ~~l-morin~~ morning song S-101

B. Train to the Zoo song S-28-a

II. ACTIVITY: Zoo story ST-13 retold with T-13

Teacher retells story with tape, elicits choral responses of "last four lines".

III. ACTIVITY: Song review:

S-29-abc Monkey song
S-30 Bear Song
S-31 seal song
S-32 Elephant song

Teacher and children sing and act out all songs.

IV. CLOSING:

A. Train from the Zoo song S-28-b

B. Good bye song S-102

c Paul and Eva King

MAIN PATTERNS

Same as previous days.

A.V. and supplementary

S-101 song
S-102 song
S-28-ab song
S-29-abc song
S-30 song
S-31 song
S-32 song
GB-13
T-13

PRELIMINARY DRAFT

Unit 113-16

I. OPENING/WARM UP:

A. Good morning song S-101

B. Train to theZoo song S-28-a

II. ACTIVITY: Zoo story ST-13 dramatization with GB-13

A. Teacher divides children into animal groups (10) and two children are selected to act as Juan and Maria.

B. Teacher uses giant book pictures to cue children.

C. "Juan and Maria" ask "animals" questions:
WHO ARE YOU? (ZEBRA, ETC.)
WHERE DO YOU LIVE? (IN A CAVE, ETC.)
WHAT DO YOU EAT? (FISH, ETC.)

D. "Animals" ask children (Juan and Maria):
WHO ARE YOU? (CHILDREN)
WHERE DO YOU LIVE? (IN A HOUSE)
WHAT DO YOU EAT? (ICE CREAM,ETC.)

III. ACTIVITY: Review of all Zoo songs, if time permits

IV. CLOSING:

A. Train from the Zoo song, S-28-b

B. Good bye song S-102

MAIN PATTERNS

Who are you? (Zebra, etc.)
Where do you live? (in a cave, etc.)
What do you ~~eat~~ eat? (fish, etc.)
Who are you? (Children)
Where do you live? (in a house)
What do you eat? (Ice Cream)

A.V. and supplementary

Props, cutouts, and toy animals.
All songs as used, if time permits.

c Paul and Eva King

Book 2

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PAUL AND JUDY

1. Here are Paul and Judy.
   This is Paul and this is Judy.
   They can do lots of things.
   You can do lots of things, too.
2. Judy can touch the bunny.
3. Now, _____, you can touch the bunny.
4. Judy can play peek-a-boo with Paul.
5. Now, _____, you can play peek-a-boo with Paul.
6. Paul can smell the flowers.
7. Now, _____, you can smell the flowers.
8. Judy can look in the mirror.
9. Now, _____, you can look in the mirror.
10. Judy can touch Daddy's face.
11. Now, _____, you can touch Daddy's face.
12. Paul can put Mummy's ring on.
13. Now, _____, you can put Mummy's ring on.
14. Judy can touch Mummy's hair.
15. Now, _____, you can touch Mummy's hair.
16. That's all.
    Good-bye.
17. Paul and Judy say good-bye.
    Good-bye, Paul.
    Good-bye, Judy.
    (Good-bye bunny).

PAUL AND JUDY - Spanish

1. Estos son Paul y Judy.
   Este es Paul y esta es Judy
   Ellos saben hacer muchas cosas;
   Tu tambien sabes hacer muchas cosas.
2. Judy toca el conejito.
3. Ahora ________ toca tú el conejito.
4. Judy juega a los escondidos con Paul.
5. Ahora ________ juega tú a los escondidos
   con Paul.
6. Paul huele las flores.
7. Ahora ________ huele tú las flores.
8. Judy se mira en el espejo.
9. Ahora ________ mírate tú en el espejo.
10. Judy toca la cara de papá.
11. Ahora ________ toca tú la cara de papá.
12. Paul pone el dedo en el anillo de mamá.
13. Ahora ________ pon tú el dedo en el anillo de mamá.
14. Judy toca el pelo de mamá.
15. Ahora ________ toca tú el pelo de mamá.
16. Eso es todo.
    ¡Adiós!
17. Paul y Judy dicen adiós.
    Adiós Paul. Adiós Judy
    Adiós conejito.

Paul and Judy
保羅和朱蒂

ST-1 A

1. 這是保羅和朱蒂.
這個是保羅. 這個是朱蒂.
他們能夠做許多事情.
你亦能夠做許多事情.

2. 朱蒂摸摸那隻兔子.

3. 現在______, 你也來摸摸兔子.

4. 朱蒂和保羅一起玩 Peek-a-Boo.

5. 現在______, 你也來和保羅玩 Peek-a-Boo.

6. 保羅嗅着那些花朵。

7. 現在______, 你也來嗅一下那些花朵.

8. 朱蒂照照鏡子.

9. 現在______, 你也來照一下鏡子.

10. 朱蒂摸摸爸爸的臉.

11. 現在______, 你也來摸摸爸爸的臉.

Paul and Judy
保羅和朱蒂

ST-1 B

12. 保羅戴着媽媽的戒指.

13. 現在 ________, 你來戴一下媽媽的戒指.

14. 朱蒂摸摸媽媽的頭髮.

15. 現在 ________, 你也來摸一摸媽媽的頭髮.

16. 保羅和朱蒂說:"再見".
朱蒂說:"再見".
小兔子說:"再見".

MUFFIN

1. This is a little dog named Muffin.

2. One day, Muffin hurt his eyes.

The doctor put a handkerchief
over Muffin's eyes.

3. Now Muffin cannot (can't) see.
He cannot (can't) see anything.
But, Muffin can hear!

4. SOUND What can Muffin hear?

Muffin can hear the clock.

5. SOUND And now, what can Muffin hear?

Muffin can hear the telephone.

6. SOUND And now, what can Muffin hear?

Muffin can hear a car.

7. SOUND And now, what can Muffin hear?

Muffin can hear a train.

8. SOUND And now, what can Muffin hear?

Muffin can hear a fire engine.

9. SOUND And now, what can Muffin hear?

Muffin can hear a little cat.

10. SOUND And now, what can Muffin hear?

Muffin can hear a little bird.

11. SOUND And now, Muffin can hear another sound.
What can Muffin hear?

Muffin can hear another little dog!

"And that makes Muffin very happy."

MUFFIN -Spanish

1. Este es Muffin un perrito.

2. Un día, Muffin se lastima los ojos.

El doctor pone un pañuelo grande en
los ojos de Muffin.

3. Ahora Muffin no puede ver.
No puede ver nada.
Pero Muffin puede oir!

4. SOUND Qué oye Muffin?

Muffin oye el reloj.

5. SOUND Y ahora qué oye Muffin?

Muffin oye el teléfono.

6. SOUND Y ahora qué oye Muffin?

Muffin oye un carro.

7. SOUND Y ahora qué oye Muffin?

Muffin oye un tren.

8. SOUND Y ahora qué oye Muffin?

Muffin oye un carro de bomberos.

9. SOUND Y ahora qué oye Muffin?

Muffin oye un gatito.

10. SOUND Y ahora qué oye Muffin?

Muffin oye un pajarito.

11. SOUND Y ahora Muffin oye un otro ruido.
Qué oye Muffin?

¡Muffin oye otro perrito!

ST-2 A

Muffin
小狗莫菲

1. 這隻小狗名叫莫菲.

2. 有一天, 莫菲弄傷了他的眼睛.
医生用一塊手帕把它的眼睛包裹起來.

3. 現在莫菲就不能夠看到東西.
它一點東西也看不到.
不過, 它还能夠聽到東西的.

4. (音响) 莫菲聽到什麼呢?
它聽到時鐘的聲响.

5. (音响) 莫菲聽到什麼呢?
它聽到電話在响.

6. (音响) 莫菲現在又聽到什麼呢?
它聽到汽車開動的聲音.

7. (音响) 莫菲現在又聽到什麼呢?
它聽到火車開動的聲音.

8. (音响) 現在莫菲聽到什麼呢?
它聽到救火車的聲音.

ST-2 B

Muffin
小狗莫菲

9. (音响) 莫菲現在又聽到什麼呢：
它聽到一只小貓叫的聲音.

10. (音响) 莫菲這次聽到什麼呢：
它聽到小鳥在唱歌.

11. (音响) 莫菲現在又聽到什麼呢：
它聽到另外一隻小狗在叫。
莫菲因此非常開心了.

THE FALLING LEAVES

1. Here are Juan and Maria.
"Look! Look at the leaves!" says Juan.
"The leaves are falling!" says Maria.

2. "Look! Look at my hair!" says Maria.
"The wind is blowing!"
"My hair is flying!"
"The leaves are flying!"

3. And the leaves are falling,
And falling and falling --
Until they cover the ground.

4. The children are running in the leaves.

5. The children are jumping in the leaves.

6. "Look! Green leaves!" says Juan.
"Look at the green leaves!"

7. "Look! Red leaves!" says Maria.
"Look at the red leaves!"

8. "And look! Yellow leaves!" says Juan.
"Look at the yellow leaves!"

9. "And look!" Brown leaves!" says Maria.
"Look at the brown leaves!"

10. Juan and Maria say: "Look! Look at the colors!"
"Green leaves, red leaves,"
"Yellow leaves, and brown leaves!"

11. And the leaves are
Falling and falling.

THE FALLING LEAVES - Spanish

1. Estos son Juan y María.
"¡Mira, las hojas!" dice Juan.
"Están cayendo las hojas." dice María.

2. "¡Mira!" dice María,
"Esta soplando el viento;
Las hojas vuelan!"

3. Y las hojas caen y caen.
"Cubren la tierra", dicen los niños.

4. Los niños corren entre las hojas.

5. Los niños saltan encima de las hojas.

6. "¡Mira!" dice Juan.
"¡Hojas verdes!"

7. "¡Mira!" dice María.
"¡Hojas rojas!"

8. "¡Mira!" dice Juan.
"¡Hojas amarillas!"

9. "¡Mira!" dice María.
"¡Hojas marron!"

10. "¡Mira!" dicen Juan y María.
"Hojas de todos los colores.
Verdes, rojas.
Amarillas y color marron."

11. Y las hojas siguen cayendo y cayendo.

The Falling Leaves　ST-4　A

落葉的故事

1. 這是約翰和瑪利亞.
"看！看看那些葉子！"約翰說.
"那些葉子落下來了."瑪利亞說.

2. "看！看看我的頭髮！"瑪利亞說.
"風在吹着！"
"我的頭髮飛起來！"
"那些葉子也在飛着."

3. 樹葉子正在落下來，一直落下来，
落下来……直到蓋滿地面。

4. 兒童們在樹葉堆裏跑來跑去。

5. 兒童們在樹葉堆裏跳來跳去.

6. "看！綠色的葉子！"約翰說。
"看看那些綠色的葉子."

7. "看！紅色的樹葉子！"瑪利亞說.
"看看那些紅色的樹葉！"

8. "看！還有黃色的樹葉！"約翰說.
"看看那些黃色的樹葉！"

The Falling Leaves　　ST-4　　B
落葉的故事

9. "看！棕色的樹葉子！"瑪利亞說.
"看看那些棕色的樹葉子."

10. 約翰和瑪利亞說："看！看看那些
不同的顏色！"
"綠色的樹葉子，紅色的樹葉子."
"黃色的樹葉子，還有棕色的樹葉子！"

11. 那些樹葉一直落呀，落呀的落下來。

INDIAN TWO FEET AND HIS HORSE

1. This is Indian Two Feet.
He wants a horse.
But he hasn't got a horse.

2. He can only walk, walk, walk.

3. He can dance.

4. He can beat the drum.

5. He can paint.

6. But he hasn't got a horse.
He can only walk, walk, walk.

7. He can walk to the woods.

8. He can walk to the water.

9. He can walk up a hill.

10. He can ride a rock.

11. He can ride a tree.

12. But he cannot(can't) ride a horse.
Because he hasn't got a horse.

13. Father says:
"Indian Two Feet, if you want a horse,
lock for a horse".

14. Mother says:
"Indian Two Feet, if you want a horse,
look for a horse".

15. So, Indian Two Feet goes to look for a horse.
He can only walk, walk, walk.

16. He walks to the woods.
But there is no horse.

17. He walks to the water.
But there is no horse.

18. He walks up the hill.
But there is no horse.

19. Now Indian Two Feet is tired and falls asleep.

20. But what a surprise! A horse! A horse finds
Indian Two Feet.

21. Now Indian Two Feet can ride, ride, ride.
He can ride a horse.

22. Now he's got a horse.

AND THAT MAKES INDIAN TWO FEET VERY HAPPY!

INDIAN TWO FEET AND HIS HORSE - Spanish

1. Esto es el Indito Dos-Pies.
   Quisiera tener un caballo.
   Pero no tiene caballo.

2. Tiene que caminar, caminar, caminar.

3. Puede bailar.

4. Puede tocar el tambor.

5. Puede pintar.

6. Pero no tiene caballo. Tiene que caminar, caminar, caminar.

7. Puede caminar al bosque.

8. Puede caminar al agua.

9. Puede subir en una loma.

10. Puede montar en una roca.

11. Puede subir en un arbol.

12. Pero no puede montar a caballo porque no tiene caballo.

13. Su papá dice:
    "Dos-Pies, si quieres tener un caballo,
    tienes que buscar un caballo."

14. Su mamá dice:
    "Dos-Pies, si quieres tener un caballo,
    tienes que buscar un caballo."

15. Entonces Dos-Pies va a buscar un caballo.
    Tiene que caminar, caminar, caminar.

16. Dos-Pies camina al bosque.
    Pero no hay un caballo.

17. Dos-Pies camina al agua.
Pero no hay un caballo.

18. Dos-Pies sube en la loma.
Pero no hay un caballo.

19. Ahora Dos-Pies está muy cansado y se duerma.

20. ¡Pero qué sorpresa! ¡Un caballo!
¡El caballo encuentra a Dos-Pies!

21. Ahora Dos-Pies no tiene que
caminar, caminar, caminar.
Puede montar a caballo.

22. ¡Ya tiene caballo!

Indian Two Feet and his Horse

ST-5 A

紅番二足和他的馬（紅番是印第安人）

1. 這是紅番二足.

2. 他很想要一隻馬，但是他沒有馬，他只好走路.

3. 他能够跳舞.

4. 他能够打鼓.

5. 他能够畫圖畫.

6. 可是他沒有馬，他只能够用他的兩脚走路.

7. 他能够走到樹林去.

8. 他能够走到河邊去.

9. 他能够走到山上去.

10. 他能够騎在大石上.

11. 他能够騎在木頭上.

12. 他不能騎在馬上因為他沒有一隻馬.

Indian Two Feet and His Horse

ST-5 B

紅番二足(印第安人)和他的馬

13 他的爸爸對他说,"紅番二足如果你想要馬,你就得自己去找它罷!"

14. 他的媽媽對他說:"紅番二足,如果你想要一隻馬,你就得自己去找它"!

15. 所以他走路去找一隻馬,他走呀,走了又走,用他的脚一直走.

16. 他走到樹林去.

17. 他走到河邊去.

18. 他走到山上去.

19 他現在已经非常疲倦,不知不覺睡着了.

20. 啊!真是希奇得很,有一隻馬突然跑來找他.

21. 現在紅番二足有一隻馬了.他可以騎在馬上.

22. 從此紅番二足就很快樂!

ST-6

THE CLIMBING TREE

1. It's the Night Before Christmas.
Here are Bobby and Betsy.
They're looking at the tree.

2. Betsy says: (pointing)
"What's up there, Bobby?"

3. Bobby says:
"I don't know. But Ill go (and) see.

4. And Bobby climbs up the tree.
Bobby climbs and climbs.....

5. Betsy calls:
"What can you see, Bobby?"
"I can see a bird."

6. Bobby says:
"Little Bird, what's up there?"

"I don't know. But climb up and see."

7. Bobby climbs and climbs.....

8. Betsy says:
"What can ~~do~~ you see, Bobby?"

"I can see a horse."

9. Bobby says:
"Little horse, what's up there?"

"I don't know. But climb up and see."

10. Bobby climbs up and up......

11. Betsy says:
"What can you see, Bobby?"

"I can see a bunny."

12. Bobby says:
"Little bunny, what's up there?"

"I don't know. But climb up and see."

13. And Bobby climbs and climbs....

14. Betsy says:
"What can you see, Bobby?"

"I can see a cat."

15. Bobby says:
"Little cat, what's up there?"

"I don't know. But climb up and see."

16. Bobby climbs and climbs....
Finally, Bobby gets to the top.

17. But listen....
What can Bobby hear? Jingle bells!

18. Who is it? It's Santa Claus!

19. Santa Claus gives Bobby a stocking and says:
"Ho, ho, ho, this stocking is for toys!"

"Thank you," says Bobby.

20. Bobby takes the stocking and climbs down
~~from~~ the tree.

21. He climbs down and down.....

22. He takes the drum and climbs down and down...

23. He takes the ring and climbs down and down....

24. He takes the bell and climbs down and down....

25. He takes the mirror and climbs down and down....

26. He takes the doll and climbs down and down.....

27. At last, Bobby is down.

28. Betsy asks:
"Bobby what's up there, at the tree top?"

29. Bobby says:
"A star."
"And Santa Claus! And look!
"A stocking with toys from Santa Claus!"

30. Betsy says:
"Oh, goody! Let's see the toys!"

31. ....a drum....
a ring.....
a bell.....
a mirror.....
a doll......

32. And what's this?

33. What a surprise!
A dog!

34. A puppy dog! A present from Santa Claus!

AND THAT MAKES BOBBY AND BETSY VERY HAPPY

THE CLIMBING TREE - Spanish

Part I

1. Es Nochebuena.
Estos son Bobby y Betsy.
Estan mirando el árbol.

2. Betsy dice:
" Bobby, ¿Qué hay arriba? "

3. Bobby dice:
"No sé. Pero voy a ver. "

4. Bobby sube por el árbol. Bobby sube y sube . . . . .

5. Betsy dice:
"Bobby, ¿Qué ves? "
"Veo un pajarito. "

6. Bobby dice:
"Pajarito, ¿ Qué hay arriba? "
"No sé, Sube un poco más. "

7. Bobby sube y sube . . .

8. Betsy dice:
"¿Qué ves, Bobby? "
"Veo un caballito. "

9. Bobby dice:
"Caballito, ¿Qué hay arriba? "
"No sé. Sube un poco más.

10. Bobby sube y sube. . .

11. Betsy, dice:
"¿ Qué ves, Bobby? "
"Veo un conejito. "

12.

12. Bobby dice:
"Conejito, ¿Qué hay arriba? "
"No sé. Sube un poco más. "

13. Y Bobby sube y sube . . .

14. Betsy dice:
"¿Qué ves, Bobby?"
"Veo un gatito."

15. Bobby dice:
"Gatito, ¿Qué hay arriba?"
"No sé. Sube un poco más."

16. Bobby sube y sube.
Al fin, Bobby llega a la punta.

17. ¡Pero escuchen! . . .
¿Qué oye Bobby? ¡Cascabeles!

18. ¿Quien es? ¡Es Santiclós!

19. Santiclós le da a Bobby una media
grande y le dice:
"Jo, jo, jo! ¡Esta media es
para los juguetes!"

"¡Gracias!" dice Bobby.

Part II

20. Bobby toma la media y baja por el árbol.

21. Bobby baja y baja . . .

22. Toma el tambor.
Y baja y baja . . .

23. Toma el anillo.
Y baja y baja . . .

24. Toma la campana.
Y baja y baja . . .

25. Toma el espejo.
Y baja y baja . . .

26. Toma la muñeca.
Y baja y baja . . .

27. Al fin, Bobby llega abajo.

28. Betsy dice:
"Bobby, ¿Que hay arriba en la punta del árbol?"

29. Bobby dice:
"Santiclós! ¡Y mira!
¡Una media con juguetes de Santiclós!"

30. Betsy dice:
"¡Qué bueno! ¡Vamos a ver los juguetes!"

31. . . . un tambor . . .
un anillo . . .
una campana . . .
un espejo . . .
una muñeca . . .

32. Y ¿Qué es esto?

33. ¡Qué sorpresa! ¡Un perrito!

34. ¡Un perrito! . . . ¡un regalo de
Santiclós!

The Climbing Tree ST-6 A
爬上聖誕樹

1. 這是一個爬聖誕樹的故事. 故事發生在一個
聖誕節的前夕。這是波比. 這是貝絲. 他們
在看着一棵聖誕樹。

2. 貝絲指着聖誕樹說:"你猜猜上面有什
麼呢? 波比."

3. 波比說:"我不知道. 讓我上去看看。"

4. 波比就爬上聖誕樹, 一直爬着."

5. 貝絲在下面叫着, "你看到上面有什麼, 波比?"
波比說:"我看到一隻小鳥."

6. 波比問小鳥," 小鳥, 上面有些什麼?"
小鳥說, "我不知道, 你爬上去看吧!"

7. 波比就爬呀, 爬呀的爬上去。

The Climbing Tree　　ST-6　B
爬上聖誕樹

8. 貝絲在下面又叫着,"你在上面看到什麽? 波比."
波比說,"我看到一隻馬."

9. 波比向小馬,"小馬,上面有些什麽?"
小馬說,"我不知道,你爬上去看吧!"

10. 波比又爬上去。一直爬上去。

11. 貝絲在下面又叫着,"你在上面又看到什麽?
波比." 波比說,"我看到一隻小兔子."

12. 波比問小兔子,"小兔子,上面有些什麽?"
小兔子說,."我不知道,你爬上去看吧!"

13. 波比就一直爬上去.

14. 貝絲在下面又叫着,"你在上面看到什麽?
波比." 波比說,"我看到一隻小貓."

15. [illegible]

[illegible]

16. [illegible]上去，[illegible]爬
到樹頂。

17. 聽々，你猜波比聽到什麼呢？原來他
聽到一些叮噹的鈴聲。

18. 這是誰？原來是聖誕老人。

19. 聖誕老人給波比一隻襪，對他說：
"啊，這隻襪是用來裝玩具的。"
波比說，"謝々你。"

20. 波比拿着那一隻襪子爬下來。

21. 他一直爬呀，爬呀的爬到下面

22. 他拿着一隻鼓爬了下來。

The Climbing Tree
爬上聖誕樹

ST-6 D

23. 他拿着一只戒指爬下來。

24. 他拿着一個鈴爬了下來。

25. 他拿着一面鏡子,爬了下來。

26. 他拿着一個洋娃娃爬了下來。

27. 波比終於爬到了地面。

28. 貝絲问他,"上面还有些什麽?"

29. 波比說,"有一顆星和聖誕老人。你看聖誕老人給我一只長袜,还有這許多玩具!"

30. 貝絲說,"啊,太好了,讓我来看看這些玩具。"

31. 貝絲說,"啊,你看,有一個鼓,一只戒指,一個鈴,一面鏡子,一個洋娃娃。"

The Climbing Tree　　ST-6　　E

爬上聖誕樹

32. "還有，這是什麼？"

33. "你看，這是什麼？原來是一隻小狗。"

34. 這隻小狗，是聖誕老人送給我的禮物。"

這令到波比和貝絲都非常快樂。

SNOWY DAY

1. This is Peter.
Peter is sleeping in his bed.
Outside, it is snowing.

2. Peter gets up and looks at the snow.
"Oh, look! Snow! It's snowing!"
"Goody."

3. Peter hurries outside.

4. Outside in the snow, Peter sees a little bird. It walks like this . . .

5. And he sees a little cat. It walks like this . . .

6. And he sees a little dog. It walks like this . . .

7. And he sees a little bunny. It walks like this. . .

8. And he sees a little horse. It walks like this . . .

9. Peter can walk in the snow too.
He walks like this . . .

10. And he walks like that . . .

11. And he walks like this and like that . . .

12. And he jumps like this . . .

13. And he runs like that . . .

14. Now Peter climbs up a hill . . .

15. And now, Peter comes down the hill!

16. Now Peter is very tired.
He falls fast asleep in his bed . . .
And he sleeps . . .
And he sleeps . . .
Until tomorrow.

SNOWY DAY -Spanish

1. Esto es Pedro.
   Pedro duerme en su cama.
   Afuera está cayendo la nieve.

2. Pedro se levanta y ve la nieve.
   "¡Mira! ¡La nieve! ¡Está cayendo
   la nieve! ¡Qué bueno!", dice Pedro.

3. Pedro sale afuera.

4. Afuera, en la nieve, Pedro ve un
   pajarito que camina así. . .

5. Y ve un gatito que camina así . . .

6. Y ve un perrito que camina así . . .

7. Y ve un conejito que camina así . . .

8. Y ve un caballito que camina asi . . .

9. Pedro también puede caminar en la
   nieve. Camina así . . .

10. Y camina así . . .

11. Y camina así . . .

12. Y salta así . . .

13. Y corre así . . .

14. Ahora Pedro sube pur una loma . . .

15. ¡ Y mira como Pedro baja por la loma !

16. Ahora, Pedro está muy cansado.
Esta noche se duerme pronto en su cama . . .
y duerme. . .
y duerme . . .
Hasta mañana

Snowy Day ST-7 A

下雪天

1. 這是彼得。彼得睡在床上。外面正在下雪。

2. 彼得起了床，他望着外面的雪。他說，"好呀，好呀，你看外面正在下雪。"

3. 他趕快穿好衣服走到外面去。

4. 彼得在雪上看到一隻小鳥，小鳥這樣走。

5. 彼得在雪上看到一隻小貓，小貓這樣走。

6. 彼得在雪上又看到一隻小狗，小狗這樣走。

7. 彼得在雪上又看到一隻小兔子，小兔子這樣走。

8. 彼得在雪上又看到一隻小馬，小馬這樣走。

Snowy Day
下雪天

ST-7 B

9 彼得也在雪上走，他是這樣走。

10. 彼得就這樣走着.

11. 他就這樣走，他就那樣走.

12. 他就這樣跳着.

13. 他又這樣跑着.

14. 他在雪堆裏弄了些天使.

15. 他又在雪堆裏做了一個雪人.

16. 現在彼得爬上山.

17. 現在彼得很疲倦了，他睡着在床上，
一直睡到天明.

ST-8

LITTLE BEAR

1. It is cold.
Look at the snow.
Look at the snow come down.
Little Bear says:
"Mother Bear, I am cold.
Look at the snow.
I want something to put on."

2. Mother Bear gives something to Little Bear.
"Look, Little Bear,
This is for you.
Put it on."

3. "Put it on your head."

"Oh, it's a hat," says Little Bear.
"Good. Now I won't be cold."

And Little Bear puts on his hat and goes out~~side~~
to play.

4. Here is Little Bear again.

"What do you want?" asks Mother Bear.

"I am cold," says Little Bear.
"I want something to put on."

Mother Bear gives something to Little Bear.

5. "Look, Little Bear," says Mother Bear.
"This is for you. Put it on."

"Oh, it's a coat," says Little Bear.
"Good. Now I won't be cold."

Little Bear puts on his coat and goes out~~side~~
to play.

6. Here is Little Bear again.

"What do you want?" asks Mother Bear.

"I am cold," says Little Bear.
"I want something to put on."

7. Mother Bear gives something to Little Bear.
"Look, Little Bear," says Mother Bear.
"This is for you. Put it on."

"Oh, snow pants," says Little Bear.
"Good. Now I won't be cold."

Little Bear puts on his snow pants and goes out to play.

8. But here is Little Bear again.

"What do you want, now?" asks Mother Bear.

"I am cold," says Little Bear.
"I want something to put on."

9. "My Little Bear," says Mother Bear.
"You've got a hat.
You've got a coat.
You've got snow pants.
Do you want a fur coat, too?"

"Yes," says Little Bear.
"I want a fur coat too."

So, Mother Bear
takes off his hat;
takes off his coat;
takes off his snow pants.

10. And Mother Bear says,
"Look, Little Bear, here is your fur coat!"

"Good," says Little Bear.
"Here is my fur coat.
Now I won't be cold!"

AND HE ISN'T COLD ANY MORE.
AND THAT MAKES LITTLE BEAR VERY HAPPY.

LITTLE BEAR - Spanish

1. Hace frío.
Mira la nieve.
Mira como cae la nieve.
Osito dice:
"Mama Osa, tengo frío.
Mira la nieve.
Quiero algo que ponerme."

2. Mama Osa le da algo a Osito.
"Mira, Osito, esto es para tí.
Póntelo."

3. "Póntelo en la cabeza."

"Ah, es un sombrero", dice Osito.
"¡Qué bueno! Ahora no voy a tener frío."

Y Osito se pone el sombrero y sale
afuera a jugar.

4. Pero aquí está Osito otra vez.
"¿Que quieres?", dice Mama Osa.

"Tengo frío", dice Osito
"Quiero algo que ponerme."

Mama Osa le da algo a Osito.

5. "Miro, Osito", dice Mama Osa.
"Esto es para tí. Póntelo.

"Ah, es un abrigo", dice Osito
"¡Que bueno! Ahora no voy a tener frio."

Osito se pone el abrigo y sale afuera a jugar.

6. Pero aquí está Osito otra vez.
"¿Que quieres ahora?", dice Mama Osa.

"Tengo frío", dice Osito.
"Quiero algo que ponerme."

7. Y Mama Osa le da also a Osito.
"Mira, Osito", dice Mama Osa.
"Esto es para tí. Póntelo."

"Ah, pantalones", dice Osito.
"¡Que bueno! Ahora no voy a tener frio."

Osito se pone los pantalones y sale afuera a jugar.

8. Pero aquí está Osito otro vez.
"¿Que quieres ahora?", dice Mama Osa.

"Tengo frío", dice Osito
"Quiero algo que ponerme."

9. "Osito mío", dice Mama Osa.
"Tienes sombrero;
Tienes abrigo;
Tienes pantalones.
¿Quieres tambien un abrigo de pieles?"

"Sí", dice Osito.
"Quiero también un abrigo de pieles."

Entonces Mama Osa
le quita el sombrero;
le quita el abrigo;
le guita los pantalones.

10. Y Mama Osa dice:
" Mira, aquí está tu abrigo de pieles!"

"¡Qué bueno!", dice Osito.
"Aquí está mi abrigo de pieles.
Ahora no voy a tener frío!"

Little Bear

小熊

1. [illegible]

媽媽說,"熊媽媽,我很冷,我要穿些衣服."

2. 熊媽媽拿了件東西給小熊,她說,

"看啊,小熊,這是給你的,穿上它."

3. 熊媽媽說 "把它戴在頭上." 小熊說,

"原來是一頂帽子,現在我就不會冷了."

小熊戴上帽子,就跑到外面玩了。

4. 小熊走了回來。熊媽媽問它,"你想要什

麼?" 小熊說,"我很冷呀,媽媽,我要穿

些衣服." 熊媽媽就把一些東西給它.

5. 熊媽媽說,"看啊,這是給你的,把它穿

上." 小熊看了一下,說:"原來是一件大衣,好.

Little Bear　　ST-8　　B

小熊

現在我不會冷了。"它又到外面去玩了。

6. 小熊又回來。它的媽媽問它，"你想要些甚麼？" 小熊说，"我很冷呀，媽媽，我還要穿些衣服。"

7. 熊媽媽把一些東西给小熊，對他说，"穿上它吧！" 小熊看了就说，"原來是一條雪褲。好啊，我要穿上它，現在我就不會再冷了。"它又到外面去玩了。

8. 小熊又回來了。熊媽媽對它说，"你還要些甚麼？" 小熊说，"我很冷，我還要穿些衣服。"

9. 熊媽媽對它说，"小熊，你已经戴了帽，又

穿上了大衣，也穿了雪褲，你是不是也想穿上皮衣？" 小熊说，"是的，我想穿皮衣。" 熊媽媽就替他脱了帽子，脱了大衣，又脱了雪褲。

10. 所以熊媽媽就對小熊说，"看啊，這就是你的皮衣了。" 小熊说，"好呀，我有自己的皮衣。現在我就不會再冷了。"

11. 真的，穿了那件皮衣，小熊就不再冷了。它就非常開心。

THE CARROT SEED

1. This is Henry.
One day Henry plants a carrot seed.

2. His mother says:
"It won't come up...
The carrot won't come up."

3. His father says:
"It won't come up...
The carrot won't come up."

4. His brother says:
"It won't come up...
The carrot won't come up."

5. Henry waters it every day.

6. But it doesn't come up.
Nothing comes up.

7. And nothing ~~come~~ comes up.

8. His mother, his father, his brother --
His family says:
"It won't come up....
The carrot won't come up."

9. But Henry waters it.

10. He waters it every day.

11. And one day....

12. It ~~come~~ comes up!
A carrot comes up!

13. A big carrot....
A very big carrot!

AND THAT MAKES HENRY VERY HAPPY!

THE CARROT SEED -Spanish

1. Esto es Enrique.
Un día Enrique siembra una
semilla de zanahoria.

2. Su mamá dice:
"No va a salir . . .
La zanahoria no va a salir."

3. Su papá dice:
"No va a salir . . .
La zanahoria no va a salir."

4. Su hermano dice:
"No va a salir . . .
La zanahoria no va a salir."

5. Enrique le echa agua todos los días.

6. Pero no sale.
La zanahoria no sale.

7. No sale nada.

8. Su mamá, su papá, su hermano - -
Su familia dice:
" No va a salir . . .
La zanahoria no va a salir."

9. Pero Enrique le echa agua.

10. Le echa agua todos los días.

11. Y un día . . .

12. ¡Sale!
¡Sale un zanahoria!

13. Una zanahoria grande . . .
¡Una zanahoria muy grande!

The Carrot Seed　　ST-9　　A

紅蘿蔔種子

1. 這個男孩子的名字叫亨利。有一天，亨利種了一顆紅蘿蔔種子。

2. 他的媽媽對他說，"它不能生長，紅蘿蔔不會長出來的。"

3. 他的爸爸對他说，"它不能生長，紅蘿蔔不會長出来的。"

4. 他的哥哥對他说，"它不能生長，紅蘿蔔不會長出來的。"

5. 亨利天天淋水.

6. 但沒有紅蘿蔔長出來.

7. 過了許久，仍然沒有紅蘿蔔長出來.

8. 他的媽媽，爸爸，哥哥，全家人都對他說，

The Carrot Seed ST-9 B

紅蘿蔔種子

"它不能生長，紅蘿蔔不會長出來的。"

9 但亨利仍舊天天淋水.

10. 但亨利繼續不斷天天淋水。

11. 終於有一天。

12. 有一些東西長出來了。啊，是一個紅
蘿蔔！一個很大，很大的紅蘿蔔！

THE EGG

1. This is Bunny, a little brown rabbit.
One day he finds an egg.
He hears something -- something moving --
inside the egg. "What is it?"

2. Is it another bunny?

3. Is it an elephant?

4. Is it a little bear?

5. Who can tell?
What can it be?

6. But Bunny can hear something -- something
moving inside the egg.

7. Bunny shakes the egg.

8. Bunny pushes the egg.

9. Bunny jumps on the egg.

10. Bunny throws a little rock at the egg.

11. But the egg doesn't open, and nothing can come out.

12. Pick, pick, pick.
Something wants to get out of the egg.

13. But Bunny is very tired and falls asleep.

14. Pick, pick, pick, and crackety crack!
The egg breaks open, and out comes a little duck -
Little Duck!

15. "What is this?" says Little Duck.
Is it another little duck?
Is it an elephant?
Is it a little bear?
Who can tell? What can it be?

16. Little Duck pushes the bunny with his foot.

17. Little Duck jumps on top of the bunny.

18. Little Duck throws a little rock at the bunny.

19. And Bunny wakes up.
"Where is my egg?" and "What is this?"
Little Duck says:
"I am a little yellow duck," says Little Duck, "and you?"
Bunny says:
"I am a little brown bunny," says Bunny.

20. "Oh, good! A new friend," ~~say~~ says Little Duck ~~and Bunny together.~~ "Oh, good! A new friend," says Bunny.

AND THAT MAKES BUNNY AND LITTLE DUCK VERY HAPPY!

THE EGG - Spanish

1. Esto es el conejito café.
Un diá el conejito encuentra un huevo.
Oye algo - algo que se mueve dentro del huevo.
El conejito dice: "¿Qué es?".

2. ¿Es otro conejito?

3. ¿Es un elefante?

4. ¿Es un osito?

5. ¿Quién sabe?
Un conejito no puede saber.

6. Pero el conejito oye algo - algo que
se mueve dentro del huevo.

7. El conejito sacude el huevo.

8. El conejito empuja el huevo con el pie.

9. El conejito salta encima del huevo.

10. El conejito tira una piedrita al huevo.

11. Pero el huevo no se abre y no sale nada.

12. Pic, pic, pic.
Algo quiere salir del huevo.

13. Pero ahora el conejito está muy cansado
y se duerme.

14. Pic, pic, pic. ¡Y puf!
¡El huevo se abre!
¡Y sale un patito - un patito amarillo!

15. "¿Qué es esto?", dice el patito amarillo.
¿Es otro patito?
¿Es un elefante?
¿Es un osito?
¿Quien sabe?
Un patito no puede saber.

16. El patito empuja el conejito con el pie.

17. El patito salta encima del conejito.

18. El patito tira una piedrita al conejito.

19. El conejito se levanta y dice:
"¿Donde está mi huevo? ¿Y quién es éste?"
El patito dice:
"Soy un patito amarillo. ¿Y tu?"
El conejito dice:
"Soy un conejito cafe."

20. "¡Que bueno!", dicen el patito y el conejito.

ST-10 A

The Egg
蛋的故事

1. 這是賓尼。他是一隻小小的棕色兔子。有一天，他看到一個蛋。他聽到蛋裏面有些東西在動。他說，"是甚麼東西呢？"

2. 他想，"是不是另外一隻棕色小兔子？"

3. 他想，"是不是一隻象呢？"

4. 他想，"是不是一隻小熊呢？"

5. 他想，"誰知道裏面到底是甚麼？"

6. 但是，他聽到裏面有些東西在動着。

7. 賓尼搖一搖那隻蛋。

8. 賓尼推一推那隻蛋。

9. 賓尼跳在蛋的上面。

10. 賓尼把一塊小石頭，拋向那隻蛋。

The Egg ST-10 B

蛋的故事

11. 但是他打不開那隻蛋。

12. 噼，噼，啪，啪，有些東西在裏面要爆出來。

13. 這時候，賓尼很疲倦地睡着了。

14. 噼，噼，噼，忽然蛋自己打開了，在裏面走出一隻小鴨子來。

15. 那隻小鴨子望着賓尼說，"這是甚麼？是不是另外一隻小鴨子呢？或者是一隻小象呢？或者是一隻小熊？有誰知道他究竟是什麼？"

16. 小鴨子用腳推一推賓尼。

17. 小鴨子跳在賓尼身上。

18. 小鴨子又拋一塊小石子在賓尼身上。

19. 賓尼醒來了，他說，"我的蛋去了那裏？"

The Egg ST-10 C
蛋的故事

這又是什麼東西？小鴨子就說，"我是一隻小黃色鴨子。你是什麼？賓尼就說，"我是一隻小棕色兔子"。

20. 賓尼說，"好了，我有一個新朋友了。"

小鴨子也說，"好了，我也多了一個新朋友。"

他們兩個都很開心。

NOBODY LISTENS TO ANDREW

1. This is Andrew's house.
Andrew's room is upstairs.

2. One day Andrew sees something upstairs in
his room. He says, "Listen, Mother."
His mother says, "Wait, Andrew. I am busy.
(I am paying the lady.")

3. Andrew says: "Listen, Father. There is
something upstairs." His father says:
"Wait, Andrew. I am busy. (I am cutting
the grass.")

4. Andrew says: "Listen, Brother. There is
something upstairs. It is in my room."
His borther says: "Wait, Andrew. I am busy.
(I am looking for my ball.")

5. Andrew says: "Listen, Sister. There is
something upstairs. It is in my bed."
His sister says: "Wait, Andrew. I am busy.
(I am putting on my roller skates.")

6. Andrew says:
"Listen, Mother!
Listen, Father.
Listen, Brother.
Listen, Sister.
There is a bear, a big bear, upstairs in my room,
in my bed."

7. His family says:
"A bear!"
His mother says: "Call the policemen!"
His father says: "Call the firemen!"
His brother says: "Call the dog catcher!"
His sister says: "Call the ~~zoo!"~~ zookeeper!"

8. Andrew calls the policemen.
He calls the firemen.
He calls the dog catcher.
He calls the ~~zoo.~~ zookeeper!

9. Here come the policemen.
Here come the firemen.
Here comes the dog catcher and
the zookeeper.

10. They all run upstairs to Andrew's room.

11. "Look!" says his mother.
"Look!" says his father.
"Look!" says his brother.
"Look!" says his sister.
"It's a bear," says Andrew.

12. The ~~zoo-catcher~~ zookeeper takes the bear and puts him in a cage.

13. And he says:
"Let's take this bear to the zoo."

14. Father says:
"Next time let's listen to Andrew."

Mother says:
"Next time let's listen to Andrew."

Brother says:
"Next time let's listen to Andrew."

Sister says:
"Next time let's all listen to Andrew."

AND THAT MAKES ANDREW VERY HAPPY.

NOBODY LISTENS TO ANDREW -Spanish

1. Esta es la casa de Andrés.
Arriba está el cuarto de Andrés.

2. Un día Andrés ve algo arriba en su cuarto.
Andrés dice: "Oye, Mamá."
Su mamá dice: "Espera, Andrés. Tengo
prisa. Tengo que pagarle a la señora."

3. Andrés dice: "Oye, Papá, hay algo arriba."
Su papá dice: "Espera Andrés. Tengo
prisa. Tengo que cortar la yerba."

4. Andrés dice: "Oye, Hermano, hay algo
arriba en mi cuarto."
Su hermano dice: "Espera, Andrés. Tengo
prisa. Tengo que buscar mi pelota."

5. Andrés dice: "Oye, Hermana, hay algo
arriba en mi cama."
Su hermana dice: "Espera Andrés. Tengo
prisa. Tengo que ponerme los patines."

6. Andrés dice:
"¡Oye, Mamá!
¡Oye, Papá!
¡Oye, Hermano!
¡Oye, Hermana!
¡Hay un oso, un oso grande, arriba, en
mi cama!"

7. Su familia dice:
"¡Un oso!"
Su mamá dice: "¡Llama a la policía!"
Su papá dice: "¡Llama a los bomberos!"
Su hermano dice: "¡Llama al perrero!"
Su hermana dice: "¡Llama al parque zoológico!"

8. Andrés llama a la policía.
Llama a los bomberos.
Llama al perrero.
Llama al parque zoológico.

9. Ya viene la policia.
Ya vienen los bomberos.
Ya viene el perrero .
Ya viene el señor del parque zoológico.

10. Todos suben arriba al cuarto de Andrés.

11. "Mira", dice su mamá.
"Mira", dice su papá.
"Mira", dice su hermano.
"Mira", dice su hermana.
"Es un oso", dice Andrés.

12. El perrero coge el oso y lo pone en la juala.

13. El señor del parque zoológico dice:
"Vamos a llevar este oso al parque zoológico. "

14. Su papá dice:
"La proxima vez vamos a escuchara Andrés. "
Su mamá dice:
"La proxima vez vamos a escuchara Andrés. "
Su hermano dice:
"La proxima vez vamos a escuchara Andrés. "
Su hermana dice:
"La proxima vez vamos a escuchara Andrés. "

Nobody Listens to Andrew　ST-11　A

沒有人聽安德魯的話

1. 這是安德魯的屋子. 他的房間是在樓上.

2. 有一天, 安德魯看到一些東西在他房向裏。他向媽媽說, "聽啊, 媽媽。" 他媽媽說, "等一等, 安德魯, 我很忙。(我要付錢給這個女人.)"

3. 安德魯對他爸爸說, "聽啊, 爸爸。有一些東西在樓上。" 他爸爸說, "等一等, 安德魯, 我很忙。(我在剪草)"

4. 安德魯對他哥哥說, "聽啊, 哥哥. 有些東西在樓上, 他睡在我床上。" 他的哥哥說, "等一等, 安德魯, 我很忙。(我正在找我的球。)"

5. 安德魯對他姐姐說, "聽啊, 姐姐, 有一

Nobody Listens to Andrew ST-11 B
沒有人聽安德魯的話

些東西在樓上，他睡在我的床上。"他的

姐姐說，"等一等，安德魯，我很忙。（我

正在穿上滑雪鞋子。）"

6. 安德魯說，"聽啊，媽媽。"
"聽啊，爸爸。"
"聽啊，哥哥。"
"聽啊，姐姐。"

"有一隻熊，一隻大的熊，在樓上我房間裏，

睡在我的床上。"

7. 他的家人一齊喊着說，"一隻大熊！"

他的媽媽說，"快叫警察來！"

他的爸爸說，"快叫救火員來！"

他的哥哥說，"快叫捉狗員來！"

他的姐姐說，"快叫動物園管理

員來！"

Nobody Listens to Andrew ST-11 C

没有人聽安德魯的話

8. 安德魯叫了警察，

他又叫了救火員，

他又叫了捉狗員，

他又叫了動物園管理員。

9. 警察来了。

救火員来了。

捉狗員来了，動物園管理員也来了。

10. 他们一齊跑到安德魯楼上的房间来。

11. "看啊！"他媽媽說。

"看啊！"他爸爸說。

"看啊！"他的哥哥说。

"看啊！"他的姐姐说。

"就是那大熊！"安德魯说。

Nobody Listens to Andrew
沒有人聽安德魯的話

ST-11 D

12. 動物園管理員把熊捉住放進籠裏.

13. 跟着他說, "讓我们把大熊帶到動物園去。"

14. 爸爸說, "下次我们要聽安德魯的話."
媽媽說, "下次我们要聽安德魯的話."
哥哥說, "下次我们要聽安德魯的話。"
姐姐說, "下次我们要聽安德魯的話。"

15. 這樣令到安德魯很快樂。

ST-12

THE LITTLE TOY TRAIN

1. This is a little toy train, full of toys. Look at the toys! A bear, a doll, a giraffe, an elephant.

2. One day, Little Toy Train climbs up a hill. He climbs and climbs. Up and up. And he sings: "Choochoo, choochoochoo, choochoo, choochoochoo."

3. But the hill is too high. Little Toy Train cannot go up. He cannot climb up the hill. He cannot go on. He stops.

4. "That's too bad," say the toys.
"What are we to do now?"

5. Here comes another train. It is ~~the~~ Train-In-A-Hurry. The toys say: "Please, help us!" But Train-in-A-Hurry says: "I can't. I don't have time. I am in a hurry, in a hurry, in a hurry."

6. "That's too bad," say the toys.
"What are we to do now?"

7. Here comes another train. It is Tired Train. The toys say: "Please, help us!" But Tired Train says: "I can't. I'm so tired, so tired, so tired."

8. "That's too bad," say the toys.
"What are we to do now?"

9. And so Little Toy Train cannot climb up the hill.

10. But look! Here comes another train. It is Little Engine-That-Could. "Please help us," say the toys. Little Engine-That-Could is very little but he says: "I think I can, I think I can, I think I can."

11. And look! Good! Little Toy Train climbs up! He climbs up the big hill. And he sings: "Choochoo, choochoochoo, choochoo, choochoochoo, choochoo, choochoo, choochoochoo."

And that makes the little toy train very happy.

THE LITTLE TOY TRAIN - Spanish

1. Este el el Trencito de Juguetes para los
niños. ¡Mira los juguetes! Un osito,
una muñeca, una jirafa, un elefante.

2. Un día el Trencito de Juguetes sube por
una loma. Sube y sube. Sube y sube.
Y canta: "Chucu, chucucu, chucu, chucucu."

3. Pero la loma es muy alta y el trencito no
puede seguir. No puede subir a la loma.
No puede caminar más. Se para.

4. "¡Qué lástima!", dicen los juguetes.
"¿Qué vamos hacer ahora?"

5. Aquí viene otro tren. Es el Tren
Tengo-Prisa. Los juguetes dicen:
"¡Por favor, ayúdanos!"
Pero el Tren Tengo-Prisa dice:
"No puedo. No tengo tiempo.
Tengo prisa, tengo prisa, tengo prisa."

6. "¡Qué lástima!", dicen los juguetes.
"¿Qué vamos hacer ahora?"

7. Aquí viene otro tren. El el Tren Cansado.
Los juguetes dicen: "¡Por favor, ayúdanos!"
Pero el Tren Cansado dice: "No puedo.
Estoy cansado, estoy cansado, estoy cansado."

8. "¡Qué lástima", dicen los juguetes.
"¿Qué vamos hacer ahora?"

9. Y el Tren de Juguetes no puede subir a la loma.

10. ¡Pero mira! Aqui viene otro tren.
Es el Tren Sí-Que-Puedo.

"¡Por favor, ayúdanos!", dicen los juguetes
El Trencito Sí-Que-Puedo es muy pequeño, pero dice:
"Sí que puedo, sí que puedo, sí que puedo."

11. ¡Y mira! ¡Qué bueno! ¡El Trencito de Juguetes sube! ¡Sube a la loma alta! Y canta: "Chucu, chucucu, chucu, chucucu, chucu chucu, chucucu."

The Little Toy Train

ST-12 A

小玩具火車的故事

1. 這是一架小玩具火車，裝滿了玩具。看看那些玩具！一隻小熊，一個洋娃娃，一隻長頸鹿，一隻大象。

2. 有一天，小玩具火車爬上山來。它爬呀，爬呀，越爬越高。它一面唱着，"噓噓，噓噓噓，噓噓，噓噓噓。"

3. 但那座山太高，小玩具火車爬不上來。他不能爬上那座山。他不能繼續走上去。他停了下來。

4. "不好了，"玩具們說，"我們現在怎麼辦呢？"

5. 有第二架火車開來了。它是一架忽忙火車。玩具們說，"請你幫助我們。"但忽忙火

車說，"我不能，我沒有時間，我很忽忙，我要趕時間。"

6. "那太不好了，"玩具们說，"我们現在怎麼辦呢？"

7. 另外有一架火車開來了。他是疲倦火車。玩具们说，"請你幫助我们。"但是疲倦火車說，"我不能够，我很疲倦。很疲倦，很疲倦。"

8. "那太不好了，"玩具们说，"我们現在怎麼辦呢？"

9. 小玩具火車不能爬上山來。

10. 看啊！又來了另外一架火車。那是一輛"樣樣能"的火車。"請你幫助我们，"玩具们

說。這樣樣能火車是很小的，但他說，"我想，我能夠，我想我能夠，我想我能夠。"

11. 看啊！好極了！小玩具火車爬上来了。他爬上了這座大山，同時他也唱着："噓，噓，噓噓噓，噓噓，噓噓噓。"

這樣弄到小玩具火車很快樂。

THE ZOO

Recorded Text — **Live Text**

1. Two little children
are going to the zoo;
If you want to go with them,
Take the train too.
~~Who can they be~~ What will they do?
~~And what will they do?~~ And who can they be?
Just open the book
And ~~take a good look.~~ then you will see.

It's Juan and Maria (our new friends).
What are they going to do?
They are going to the zoo.

2 Juan and Maria at the pool
now stand,
Zookeeper Bill holds out his hand.
Now what will he bring?
And for whom will it be?
Just open the book
And then you will see.

Seals!
What are they going to eat?
Fish. They eat fish!

	Recorded Text	Live Text		
3	....fence....	zebras	-	grass
4	....cage....	birds	-	seeds
5	....fence....	giraffe	-	grass
6	....cave....	bears	-	fish
7	....cage....	lion	-	meat
8	....house....	camel	-	carrots
9	....house....	elephant	-	bread
10	....cage....	tiger	-	meat
11	....house....	monkeys	-	bananas
12	....exit....	Juan and Maria (children)	-	ice cream

THE ZOO - Spanish

Giant Book Page Number	Recorded Text	Live Text
1	Dos niñitos al parque van En el trencito aquí están. ¿Quiénes son? ¿Y qué van a hacer? Abre el libro. ¡Y vas a ver!	
		Son Juan y Ana (Our new friends) ¿Y qué van a hacer? Van al parque - Al parque zoológico.
2	Juan y Ana al agua van, Con el señor Carlos aquí están. Con mucha prisa ya viene. ¿El la mano qué tiene? ¿Para quién es? ¿Y qué va a comer? Abre el libro ¡Y vas a ver!	
		Son las focas. ¿Y qué van a comer? Pescado. Comen pescado.
3	. . . . a la cerca	zebras - yerba
4	. . . . a la jaula	pajaros - semillas
5	. . . . a la cerca	jirafa - yerba
6	. . . . a la cueva	osos - pescado
7.	. . . . a la jaula	leon - carne

8.	. . . .a la casa	camello	-	zanahoria
9.	. . . .a la casa	elefante	-	pan
10.	. . . .a la jaula	tigre	-	carne
11.	. . . .a la casita	mono	-	bananas
12.	. . . .a la salida	Juan y Ana	-	helado

ST-13 A

Zoo
動物園

1. 兩個小々的孩子，一同要去動物園.

如果你想一齊去，請你搭上小火車.

他們是誰？

他們會做甚麼？

打開你的部子，

你就會看到.

他们是 Juan 和 Marie ——

我们的新朋友.

他们要做甚麼？

他们要去動物園.

2. Juan 和 Marie，站在水池邊.（每次這句要換新的）

動物園管理人，他的名是 Bill.

伸出他的手，拿甚麼東西出來？

Zoo

動物園

ST-13 B

他要把東西給誰？

請打開這本簿，你就會看到

海狗！

原來Bill餵海狗。

你猜海狗吃甚麼？

"魚"！對了，海狗要食魚。

3. ---------欄杆邊-------班馬 ----草

4. ---------鳥籠邊--------小鳥-----種子

5. ---------欄杆邊-------長頸鹿----草

6. ---------山洞邊---------小熊 -----魚

7. ---------獅籠----------獅子-------肉

8. ---------小屋邊---------駱駝-----紅蘿蔔

ST-13 C

Zoo
動物園

9. ----------小屋邊------大象-----麵包

10. -----------虎籠-------老虎------肉

11. ----------小屋邊------猴子------香蕉

12. ----------出口處-------Juan和Marie ---冰淇淋

PAUL AND JUDY - French

1. Voici Paul et Jeanne.
    Voici Paul et voici Jeanne.
   Ils font beaucoup de choses.
   Vous faites beaucoup de choses, aussi.
2. Jeanne touche le lapin.
3. Maintenant, toi, ________, touche le lapin.
4. Jeanne joue à cache-cache avec Paul.
5. Maintenant, toi, ________, joue à cache-cache avec Paul.
6. Paul sent les fleurs.
7. Maintenant, toi, ________, sents les fleurs.
8. Jeanne regarde dans le miroir.
9. Maintenant, toi, ________, regarde dans le miroir.
10. Jeanne touche le visage de Papa.
11. Maintenant, toi, ________, touche le visage de Papa.
12. Paul met la bague de Maman.
13. Maintenant, toi, ________, mets la bague de Maman.
14. Jeanne touche les cheveux de Maman.
15. Maintenant, toi, ________, touche les cheveux de Maman.
16. C'est tout.
    Au revoir.
17. Paul et Jeanne disent au revoir.
    Au revoir, Paul.
    Au revoir, Jeanne.
    (Au revoir, Petit Lapin).

THE FALLING LEAVES -French

1. Voici Jean et Marie.
"Regarde! Regarde les feuilles! dit Jean.
"Les feuilles tombent! dit Marie.

2. "Regarde! Regarde mes cheveux!" dit Marie.
"Il fait du vent!
"Mes cheveux volent!
"Les feuilles volent!

3. Et les feuilles tombent,
et tombent et tombent......
Jusqu'à ce qu'elles couvrent la terre.

4. Les enfants courent dans les feuilles.

5. Les enfants sautent dans les feuilles.

6. "Regarde! Des feuilles vertes! "dit Jean.
"Regarde les feuilles vertes!

7. "Regarde! Des feuilles rouges! "dit Marie.
"Regarde les feuilles rouges!"

8. "Et regarde! Des feuilles jaunes! "dit Jean.
"Regarde les feuilles jaunes!

9. "Et regarde! Des feuilles brunes!"dit Marie.
"Regarde les feuilles brunes!

10. Jean et Marie disent: "Regarde les couleurs!"
"Des feuilles vertes, des feuilles rouges,
Des feuilles jaunes, et des feuilles brunes!

11. Et les feuilles
tombent et tombent.

INDIAN TWO-FEET AND HIS HORSE -French

1. Voici Indien Deux-Pieds.
Il veut un cheval.
Mais il n'a pas de cheval.

2. Il peut seulement marcher, marcher, marcher.

3. Il peut danser.

4. Il peut frapper le tambour.

5. Il peut peindre.

6. Mais il n'a pas de cheval.
Il peut seulement marcher, marcher, marcher.

7. Il peut marcher aux bois.

8. Il peut marcher à l'eau.

9. Il peut monter la côte.

10. Il peut monter sur une roche.

11. Il peut monter sur un arbre.

12. Il peut monter sur un tronc d'arbre.

13. Mais il ne peut pas monter à cheval.
Parce qu'il n'a pas de cheval.

14. Pap dit:
"Indien Deux-Pieds, si tu veux un cheval,
cherche un cheval."

15. Maman dit:
"Indien Deux-Pieds, si tu veux un cheval,
cherche un cheval."

16. Alors, Indien Deux-Pieds va chercher un cheval.
Il peut seulement marcher, marcher, marcher.

17. Il marche aux bois.
Mais il n'y a pas de cheval.

18. Il marche à l'eau.
Mais il n'y a pas de cheval.

19. Il monte la côte.
Mais il n'y a pas de cheval.

20. Maintenant Indien Deux-Pieds est fatigué et s'endort.

21. Mais quelle surprise! Un cheval! Un cheval trouve Indien Deux-Pieds.

22. Maintenant, Indien Deux-Pieds peut trotter, trotter, trotter. Il peut monter à cheval.

23. Maintenant il a un cheval.

Et cela rend Indien Deux-Pieds très content.

THE CARROT SEED - French

1. Voici Henri.
   Un jour Henri plante une graine de carotte.
2. Sa mère dit:
   "Ça ne poussera pa. ....
   La carotte ne poussera pas."
3. Sa mère dit:
   "Ça ne poussera pas......
   La carotte ne poussera pas."
4. Son frère dit:
   "Ça ne poussera pas.....
   La carotte ne poussera pas."
5. Henri l'arrose tous les jours.
6. Mais elle nous pousse pas.
   Rien ne pousse.
7. Et rien ne pousse.
8. Sa mère, son père, son frère---
   Sa famille dit:
   Elle ne poussera pas....
   La carotte ne poussera pas.
9. Mais Henri I'arrose.
10. Il arrose tous les jours.
11. Et un jour.....
12. Elle pousse! Une carotte pousse!
13. Une grosse carotte...
    Une très grosse carotte!
    Et cela rend Henri très content!

PAUL AND JUDY -German

1. Hier sind Paul und Judy.
Das ist Paul und das ist Judy.
Sie können schon vieles tun.
Du kannst auch schon vieles tun.

2. Judy berührt das Häschen.

3. Nun, _____, berühr Du das Häschen!

4. Judy spielt mit Paul Verstecken.

5. Nun, ____, spiel Du mit Paul Verstecken.

6. Paul riecht die Blumen.

7. Nun, ___, riech Du die Blumen!

8. Judy schaut in the Spiegel.

9. Nun, ___, schau Du in the Spiegel!

10. Judy berührt Vaters Gesicht.

11. Nun, ___, berühr Du Vaters Gesicht!

12. Paul steckt seinen Finger durch Mammis Ring.

13. Nun, ___, steck Du den Finger durch Mammis Ring.

14. Judy berührt Mammis Haar.

15. Nun, ____, berühr Du Mammis Haar!

16. Das ist alles.
Paul und Judy sagen auf Wiedersehen.
Auf Wiedersehn Paul!
Auf Wiedersehn Judy!
Und auf Wiedersehn Häschen!

MUFFIN - German

1. Das ist ein kleiner Hund.
Er heisst Muffin.

2. Eines Tages verletzt sich
Muffin die Augen. Der Doktor
bindet ein Taschentuch auf
Muffins Augen.

3. Nun kann Muffin nicht sehen.
Er kann gar nichts sehen.
Doch Muffin kann hören!

4. Was hört Muffin? SOUND
Muffin hört eine Uhr.

5. Und was hört Muffin jetzt? SOUND
Muffin hört ein Telefon.

6. Und was hört Muffin jetzt? SOUND
Muffin hört ein Auto.

7. Und was hört Muffin jetzt? SOUND
Muffin hört einen Zug.

8. Und was hört Muffin jetzt? SOUND
Muffin hört eine Feuerwehr.

9. Und was hört Muffin jetzt? SOUND
Muffin hört eine kleine Katze.

10. Und was hört Muffin jetzt? SOUND
Muffin hört einen kleinen
Vogel.

11. Und jetzt hört Muffin noch
einen anderen Laut.
Was hört Muffin? SOUND
Muffin hört einen anderen
kleinen Hund!

"Und das macht Muffin
sehr glücklich!"

THE CARROT SEED -German

1. Dies ist Heinrich.
   Eines Tages pflanzt er einen
   Karottensamen.
2. Seine Mutter sagt:
   "Da kommt nichts heraus...
   Die Karotte wird nicht kommen."
3. Sein Vater sagt:
   "Da kommt nichts heraus...
   Die Karotte wird nicht kommen."
4. Sein Bruder sagt:
   "Da kommt nichts heraus...
   Die Karotte wird nicht kommen."
5. Heinrich begiesst sie jeden
   Tag.
6. Doch die Karotte kommt nicht -
   nichts kommt. Nichts kommt
   heraus.
7. Garnichts kommt heraus.
8. Seine Mutter, sein Vater und
   der Bruder - seine ganze Familie sagt:
   "Da kommt nichts heraus.
   Die Karotte wird nicht kommen."
9. Doch Heinrich begiesst sie.
10. Er begiesst sie jeden Tag.
11. Und eines Tages...
12. Da kommt sie!
    Eine Karotte kommt heraus!
13. Eine grosse Karotte!
    Eine sehr grosse Karotte!

"Und das macht Heinrich
sehr glücklich!"

PAUL AND JUDY - Portuguese

1. Eis aqui Paulo e Judite.
   Êste é o Paulo e esta a Judite.
   Êles sabem fazer uma porção de coisas
   Você sabe fazer uma porção de coisas também.

2. Judite sabe botar a mão no coelhinho.
3. Agora você, ________, sabe botar a mão no coelhinho.
4. Judite sabe brincar de esconder com Paulo.
5. Agora você, ________, sabe brincar de esconder com Paulo.
6. Paulo sabe cheirar as flôres.
7. Agora você, ________, sabe cheirar as flôres.
8. Judite sabe olhar no espêlho.
9. Agora você, ________, sabe olhar no espêlho.
10. Judite sabe botar a mão no rosto do papai.
11. Agora você, ________, sabe botar a mão no rosto do papai.
12. Paulo sabe botar o anel da mamãi.
13. Agora você, ________, sabe botar o anel da mamãi.
14. Judite sabe botar a mão no cabelo da mamãi.
15. Agora você, ________, sabe botar a mão no cabelo da mamãi.
16. E acabou.
    Até logo.

17. Paulo e Judite dizem até logo.
    Até logo, Paulo.
    Até logo, Judite.
    (E até logo, coelhinho).

MUFFIN - Portuguese

1. Eis aqui um cachorrinho chamado Bolinho.
2. Um dia Bolinho machucou os olhos.
O doutor pôs um lenço sôbre os olhos de Bolinho
3. Agora Bolinho não pode ver.
Êle não pode ver nada.
Mas Bolinho pode ouvir!

4. SOM O que pode Bolinho ouvir?
Bolinho pode ouvir o relógio.
5. SOM E agora, o que pode Bolinho ouvir?
Bolinho pode ouvir o telefone.
6. SOM E agora, o que pode Bolinho ouvir?
Bolinho pode ouvir o carro.
7. SOM E agora, o que pode Bolinho ouvir?
Bolinho pode ouvir o trem.
8. SOM E agora, o que pode Bolinho ouvir?
Bolinho pode ouvir o carro de bombeiro.
9. SOM E agora, o que pode Bolinho ouvir?
Bolinho pode ouvir o gatinho.
10. SOM E agora, o que pode Bolinho ouvir?
Bolinho pode ouvir o passarinho.
11. SOM E agora, Bolinho pode ouvir um outro som.
O que pode Bolinho ouvir?
Bolinho pode ouvir outro cachorrinho!

" E isso faz Bolinho muito feliz ".

MUFFIN - Japanese

(これ [illegible] てはマフ [illegible])

でも マフィン 聞こえます

[illegible]

[illegible] 聞こえます

[illegible] 聞こえます

[illegible]

[illegible] 聞こえます

[illegible]

[illegible]

[illegible]

[illegible]

(And that makes Muffin very happy."

Multi-lingual Texts

Songs and Chants

English
Spanish
Chinese
Others (samples)

GOOD MORNING SONG

S-101

(Use melody of "Brother John")

Good morning
Good morning,
How are you?
How are you?

We are very well,
We are very well,
Thank you,
Thank you.

GOOD MORNING SONG -Spanish

Buenos días,
Buenos días,
¿Cómo están?
¿Cómo están?

Estamos muy bien,
Estamos muy bien,
Muchas gracias,
Muchas gracias.

(Use melody of "Brother John")

S-101

Good Morning Song

早晨歌

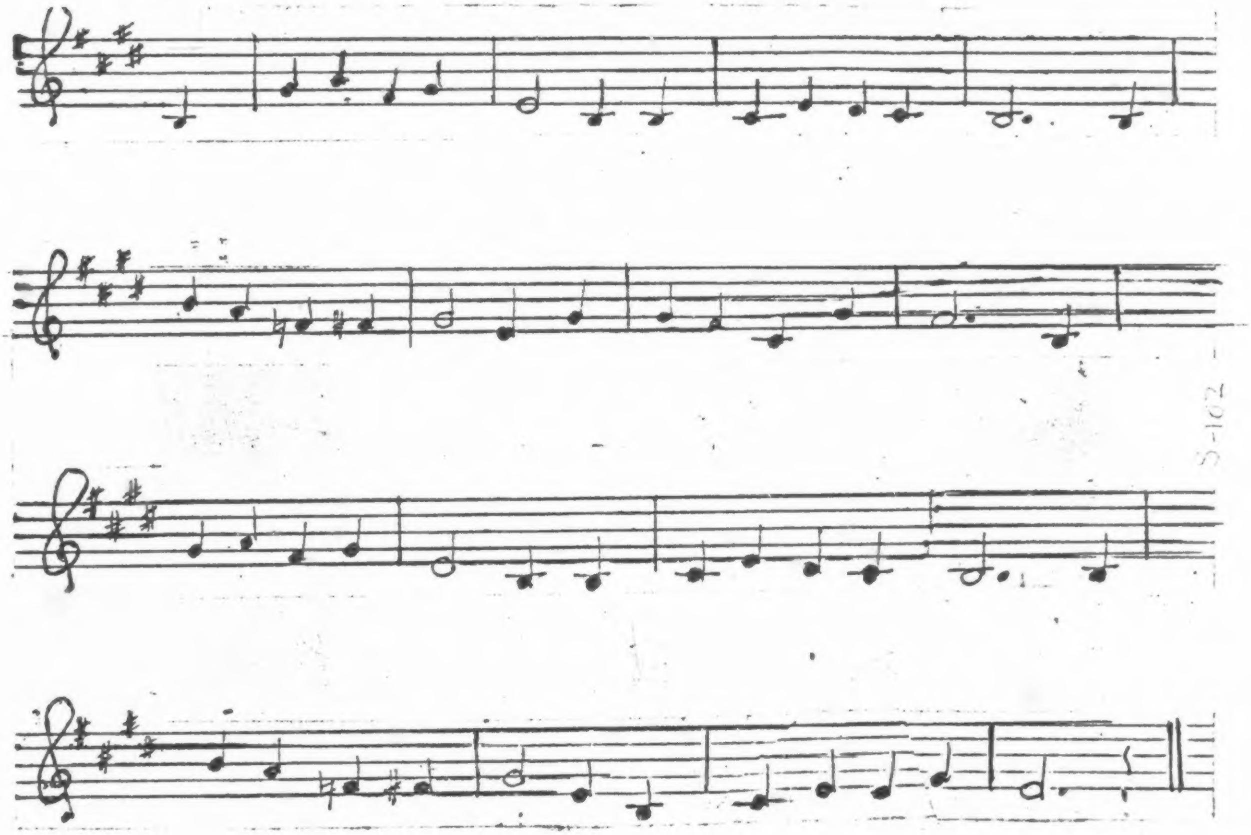
早晨　　早晨
你好嗎？　你好嗎？
我们大家很好，
我们大家很好，
多謝你，　多謝你。

（與 Brother John 同調）

GOOD-BYE SONG

S-102

Words E.K. Arr. E.K.



Good-bye, my little children,
Good-bye, good-bye, good-bye,
A warm embrace I leave you
As I go on my way.

Good-bye, my little children,
Good-bye, good-bye, good-bye.
Please wait until tomorrow,
For just another day.

GOOD-BYE SONG -Spanish

Adiós queridos niños,
Adiós, adiós, adiós,
Y un abrazo dulce
A todos dejo yo.

Adiós queridos niños,
Adiós, adiós, adiós,
Esperan un poquito,
Mañana vuelvo yo.

S -102

Good-Bye Song
再見歌

再見親愛的小孩，
再見，再見，再見。
我要攬攬你的肩，
當我要離開你。
再見親愛的小孩，
再見，再見，再見。
請你等待到明天，
就是新的一天。

THUMBKIN SONG

(action song)

S-103

(Use melody of "Brother John")

Where is Thumbkin?
Where is Thumbkin?
Here I am,
Here I am.

How are you this morning?
Very well, I thank you.
Run away,
Run away.

THUMBKIN SONG -Spanish
(action song)

Pulgarcito,

Pulgarcito

¿Dónde está?

Aquí estoy,

¿Como está señor?

Bien, le doy las gracias,

Váyase,

Váyase.

(use melody of "Brother John")

S-103

Thumbkin Song
母指歌

母指在那裏？ 母指在那裏？
在這裏， 在這裏。
今天早上好嗎？
很好，很好，多謝。
快走開。 快走開。

（與 Brother John 同調）

BROTHER JOHN

S-104

(Use melody of "Brother John")

Are you sleeping,
Are you sleeping,
Brother John?
Brother John?

Morning bells are ringing,
Morning bells are ringing,
Ding, dong, dong,
Ding, dong, dong.

BROTHER JOHN -Spanish

Fray Felipe,

Fray Felipe,

¿Duermes tú?

¿Duermes tú?

Toca la campana,

Toca la campana,

Tin, tan, tan,

Tin, tan, tan.

S-104

Brother John Song
約翰弟弟歌

你睡着嗎？　　你睡着嗎？

John 弟弟，　　John 弟弟，

晨鐘已经响着，

晨鐘已经响着，

叮叮噹，

叮叮噹。

HALLOWEEN SONG

S-105

Halloween is coming
Listen to my song
Look at me and tell me
What can I put on?

HALLOWEEN SONG - Spanish

"Halloween" ya viene,

Que feliz estoy.

Mírame y dime

Que me pongo hoy.

S-105

Halloween Song
萬靈節歌

萬靈節已來了，
請聽我唱歌，
看看我，告訴我，
我要穿什麼？

TOUCH SONG

S-1

1. Touch your head
   Touch your head
2. Touch your foot
   etc.
3. Touch your nose
   etc.
4. Touch your eyes
   etc.
5. Touch your ears
   etc.
6. Raise your hand
   etc.
7. Raise your foot
   etc.

Add other parts of body and clothing.

TOUCH SONG -Spanish

1. Touch your head
   (Tocate la cabeza!) *
   Touch your head
   (Tocate la cabeza!) *
   Touch it very quickly
   Touch it very quickly
   Touch your head
   (Tocate la cabeza!) *

2. Touch your foot
   (Tocate el pie!) *

   etc.

3. Touch your nose
   (Tocate la nariz!) *

   etc.

4. Touch your eyes
   (Tocate los ojos!) *

   etc.

5. Touch your ears
   (Tocate las orejas!) *

   etc.

6. Raise your hand
   (Levanta la mano!) *

   etc.

7. Raise your foot
   (Levanta el pie!) *

   etc.

Add other parts of body and clothing

* Use pupils' native language for this line

S-1

Touch Song
摸歌

1) Touch your head.
摸摸你的頭 (Repeat 2 lines)
Touch it very quickly (Repeat)
Touch your head.
摸摸你的頭.

2) Touch your foot.
摸摸你的脚 (Repeat 2 lines)
Touch it very quickly (Repeat)
Touch your foot.
摸摸你的脚.

3) Touch your nose.
摸摸你的鼻 (Repeat 2 lines)
Touch it very quickly. (Repeat)
Touch your nose
摸摸你的鼻.

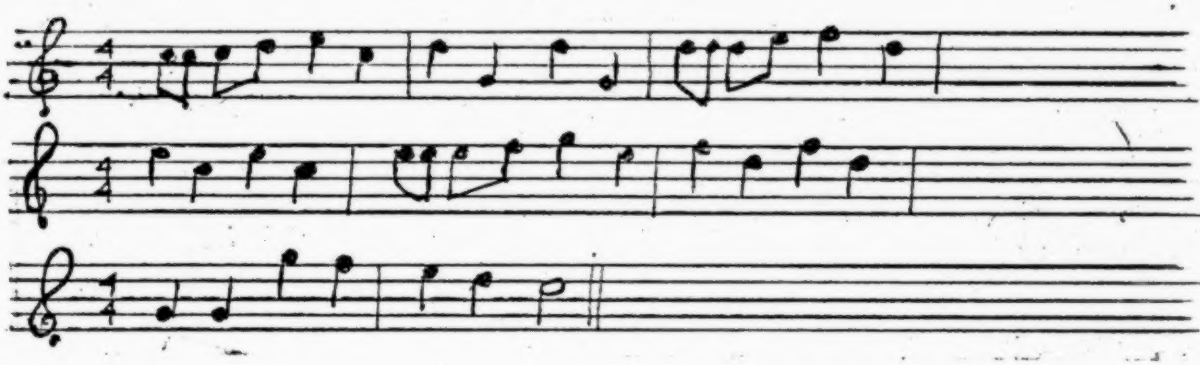
4) Touch your ear.
摸摸你的耳 (Repeat 2 lines)
Touch it very quickly (Repeat)
Touch your ear.
摸摸你的耳.

MUFFIN SONG

S-2

Words E.K.

Arr. E.K.



What can Muffin hear now?
Listen, listen!
What can Muffin hear now?
Listen, listen!

What can Muffin hear now?
Listen, listen!
Listen, listen, carefully!

MUFFIN SONG -Spanish

¿Qué oye Muffin?

Listen, listen!

¿Qué oye Muffin?

Listen, listen!

¿Qué oye Muffin?

Listen, listen!

Listen, listen carefully!

S-2

Muffin Song
莫菲歌

莫菲聽到什麼？
聽呀，聽呀，

莫菲聽到什麼？
聽呀，聽呀，

莫菲聽到什麼？
聽呀，聽呀，

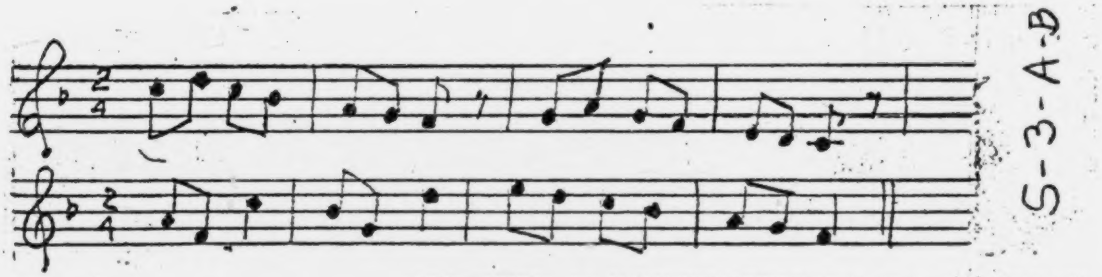
聽呀，聽呀，小心聽。

LISTEN AND TOUCH SONG

S-3, A-B

Words E.K.

Arr. E.K.



A. Can you hear what you can't see!
Can you feel what you can't hear?
One, two, three! One, two three!
Listen what this sound can be!

B. Can you hear what you can't see?
Can you feel what you can't hear?
One, two, three! One, two, three!
Touch and feel what ~~it~~ can be!
it

LISTEN AND TOUCH SONG -Spanish

A.
Cuando tu no puedes ver,

Dime lo que vas a hacer,

Uno, dos, dos, y tres - -

¡Oye lo que tu no ves!

B.
Cuando tu no puedes ver,

Dime lo que vas a hacer,

Uno, dos, dos y tres - -

¡Toca lo que tu no ves!

5-3

Listen and Touch Song
聽和摸歌

(1) 聽到嗎？ 當你看不到.
覺得嗎？ 當你聽不到.

一, 二, 三,

一, 二, 三,

聽聽這聲是什麼.

(2) 聽到嗎？ 當你看不到.
覺得嗎？ 當你聽不到.

一, 二, 三,

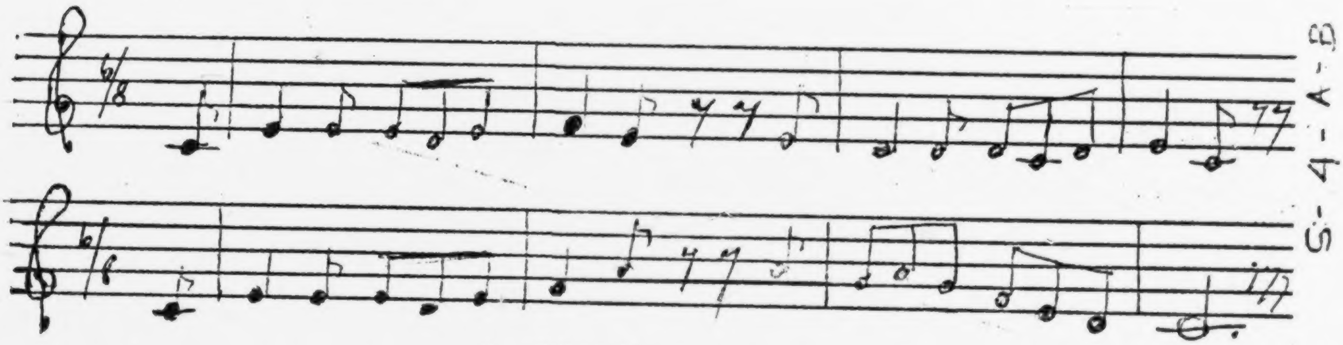
一, 二, 三,

摸摸這個是什麼.

THE WIND SONG

S-4-A
S-4-B
Arr. E. k.

Words E. K.



(Use Melody of "The Bear Went Over
The Mountain)

A. The Wind is Blowing About Me

The wind is blowing about me,
The wind is blowing about me,
The wind is blowing about me,
And that's how the leaves fall down.

B. The Leaves Are Falling Around Me

The leaves are falling around me,
The leaves are falling around me,
The leaves are falling around me,
And that's how they cover the ground.

THE WIND SONG -Spanish

A. The Wind is Blowing About Me

Está soplando el viento,

Está soplando el viento,

Está soplando el viento,

Y caen la hojas así.

B. The Leaves Are Falling Around Me.

Están cayendo las hojas,

Están cayendo las hojas,

Están cayendo las hojas,

Y cubren la tierra así.

(Use melody of "The Bear Went Over
The Mountain")

S-4

The Wind Song
風歌

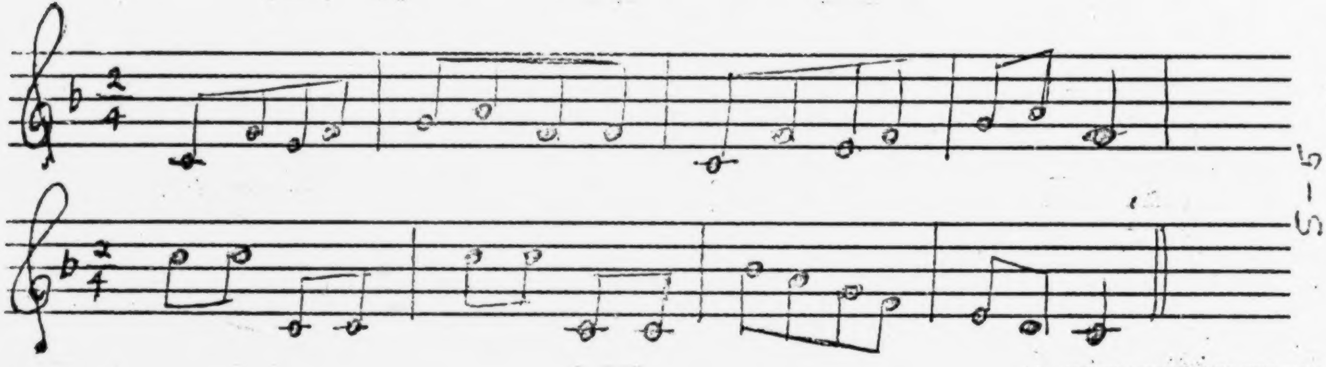
(1) 風呀，風呀，向我吹來，
風呀，風呀，向我吹來。
風呀，風呀，向我吹來，
樹葉就是這樣落下。

(2) 樹葉落在我的周圍，
樹葉落在我的周圍，
樹葉落在我的周圍，
地面就是這樣蓋滿。

FALLING LEAVES

Words E. K.

S-5
Arr. E. K.



Falling leaves are all about me,
Flying in the windy sky,
Green leaves, red leaves,
Brown and yellow,
Falling leaves come flying by.

FALLING LEAVES -Spanish

Qué bonitas son las hojas,

Vuelan en el viento así,

Hojas verdes,

Hojas rojas,

Amarillas y cafés.

S-5

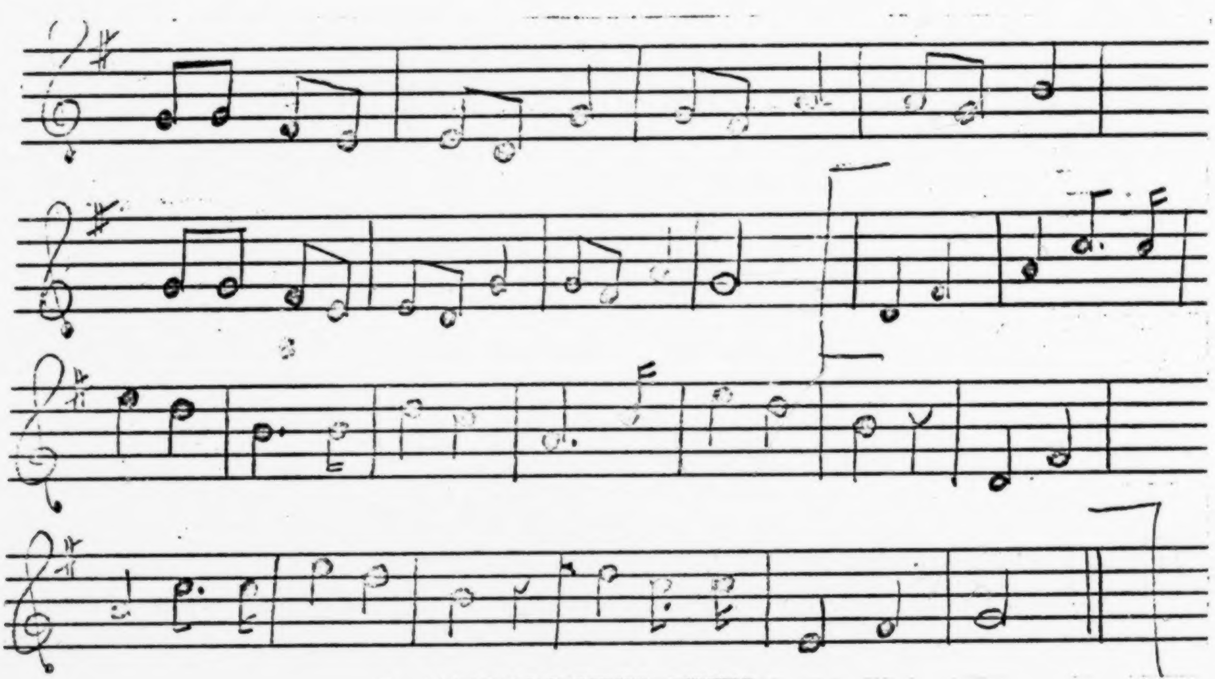
Falling Leaves
落葉歌

樹葉落在我四周圍,
飛來飛去在風裏.
綠葉, 紅葉,
棕色, 黃色,
落葉飛來又飛去.

WALKING SONG (A)

Words E. K.

S-6-A
Arr. E. K.



S-6-A-B

I am walking to the woods,
To the woods, to the woods;
I am walking to the woods,
To the forest.

I am walking to the sea,
To the sea, to the sea;
I am walking to the sea,
To the water.

I am walking up the hill,
Up the hill, up the hill;
I am walking up the hill,
Up the hilltop.

WALKING SONG (A) -Spanish

Yo puedo caminar,
Caminar, caminar;
Yo puedo caminar,
Al bosque.

Yo puedo caminar,
Caminar, caminar;
Yo puedo caminar,
Al agua.

Yo puedo caminar,
Caminar, caminar,
Yo puedo caminar
A la loma.

S-6 A

Walking Song
走路歌

(1) 我要走到樹林裏，
樹林裏，樹林裏，
我要走到樹林裏，
走到樹林。

(2) 我要走到大海邊，
大海邊，大海邊，
我要走到大海邊，
走到水邊。

(3) 我要走到大山上，
大山上，大山上，
我要走到大山上，
走到山頂。

RIDING SONG (B)

S-6-B

Words E.K.
Arr. E.K.

(Melody as in S-6-A)

I am riding to the woods,
To the woods, to the woods;
I am riding to the woods,
To the forest.

I am riding to the sea
To the sea; to the sea;
I am riding to the sea,
To the water.

I am riding up the hill,
Up the hill, up the hill;
I am riding up the hill,
Up the hilltop.

S-6 B

Riding Song
騎馬歌

(1) 我要騎到樹林裏，
樹林裏，樹林裏，
我要騎到樹林裏，
騎到樹林。

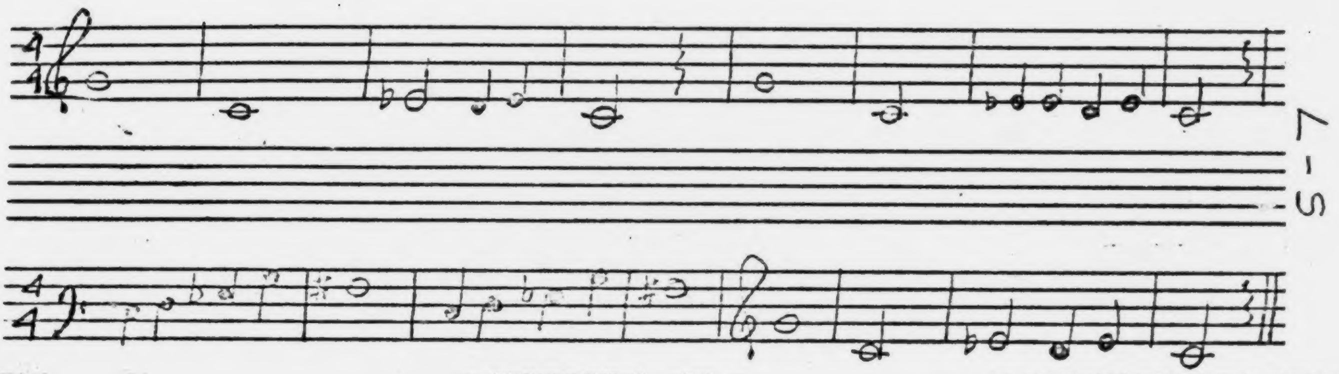
(2) 我要騎到大海邊，
大海邊，大海邊，
我要騎到大海邊，
騎到海邊。

(3) 我要騎到大山上，
大山上，大山上，
我要騎到大山上，
騎到山頂。

WIGWAM SONG
(Drum Song)

Words E.K.

S-7
Arr. E.K.



Calling all Indian boys,
Calling all the Indian boys.
Indians play so well,
But I can play as well.
Calling all Indian boys.

WIGWAM SONG -Spanish
(Drum Song)

Los Indios tocan el tambor.

Tocan, tocan el tambor.

Los Indios tocan bien,

Toco yo también.

Tocan,tocan el tambor.

S-7

Wigwam Song
(Drum Song)
鼓歌

聽呀，印第安人，
聽呀，印第安小孩，
鼓手打得好，
我也打得好，
聽呀，印第安人。

TEN LITTLE INDIANS

S-8

One, two,
Three little Indians;
Four, five,
Six little Indians;
Seven, eight,
Nine little Indians;
Ten little indian boys.

TEN LITTLE INDIANS -Spanish

Uno, dos

Tres inditos;

Cuatro, cinco,

Seis inditos;

Siete, ocho,

Nueve inditos;

Diez inditos son.

S-8

Ten Little Indians
十個小印第安人

一個　兩個,
三個小印第人,
四個,　五個,
六個小印第人,
七個,　八個,
九個小印第人,
十個印第人小孩.

HURRY LITTLE HORSEY

S-9

(Use melody of ARRE CABALLITO folk song)

Hurry, little horsey
On to Bethlehem!
Tomorrow and the next day
We can play again!

Hurry, hurry, hurry!
Let us not be late.
Hurry, hurry, hurry!
Let us not be late!

HURRY LITTLE HORSEY - Spanish

¡Arre, caballito!
Vamos a Belén.
Que mañana es fiesta,
Pasado también.

Arre, arre, arre,
¡Que llegamos tarde!
Arre, arre, arre,
¡Que llegamos tarde!

S-9

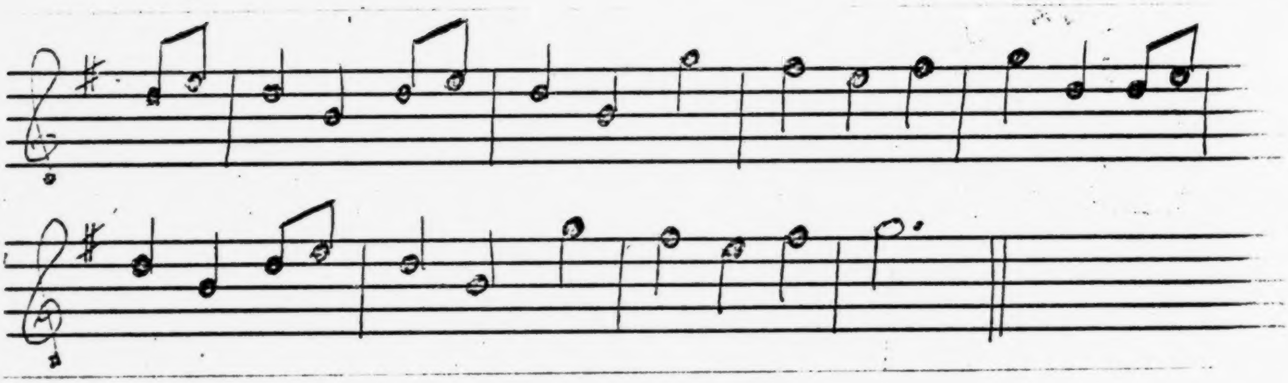
Hurry Little Horsey
趕快小馬兒

趕快小小馬兒，
去到伯利恆！
等明天和後天，
我們再遊戲。
　趕快，趕快，趕快，
我們不遲到，
　趕快，趕快，趕快，
我們不遲到。

WHAT'S ON THE TREE TOP?

S-10

Melody and words E.K.



Little birdie, little birdie
What is on the tree top?
Little birdie, little birdie,
What is way up there?

Little horsey, etc.

Little rabbit, etc.

Little kitten, etc.

(Same melody as S-~~13~~14)

WHAT'S ON THE TREE TOP? -Spanish

Pajarito, pajarito

¿Qué hay en la punta?

Pajarito, pajarito,

¿Arriba qué hay?

Caballito, etc.

Conejito, etc.

Gatito, etc.

S-10

What's on The Tree Top?
樹頂上有什麼？

小小鳥兒，　小小鳥兒，

樹頂上有什麼？

小小鳥兒，　小小鳥兒，

上面有什麼？

小小馬兒，（重覆）

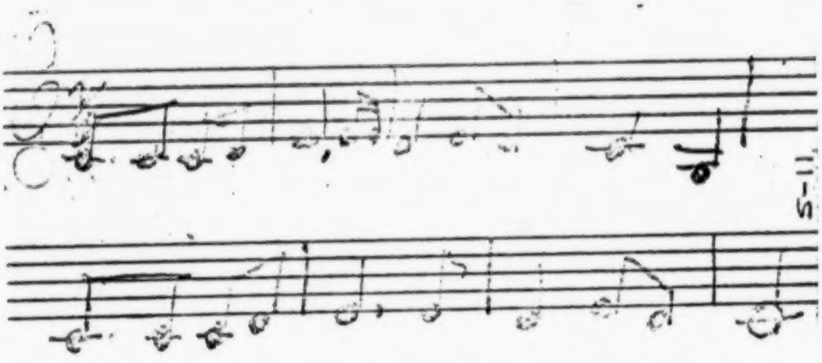
小小兔子，（重覆）

小小猫兒，（重覆）

CLIMBING DOWN SONG

S-11

Music and Words E.K.



Bobby takes the stocking
And climbs down and down...
Bobby takes the drum
And climbs down and down.

Bobby takes the ring
And climbs down and down
Bobby takes the bell
And climbs down and down.

Bobby takes the mirror
And climbs down and down
Bobby takes the doll
And climbs down and down.

S-11

Climbing Down Song
爬下歌

波比拿着只袜，

爬下大樹，

波比拿着一個鼓，

爬下大樹，

波比拿着介指，

爬下大樹，

波比拿着個鈴，

爬下大樹，

波比拿着面鏡，

爬下大樹，

波比拿着洋娃娃，

爬下大樹。

THE SNOW IS FALLING AROUND ME

S-12

(Same Melody as 4-A and 4-B)

The snow is falling around me
The snow is falling around me
The snow is falling around me
And that's how it covers the ground

The wind is blowing about me
The wind is blowing about me
The wind is blowing about me
And that's how the snowflakes come down.

S-12

The Snow is Falling Around Me
白雪落我周圍歌

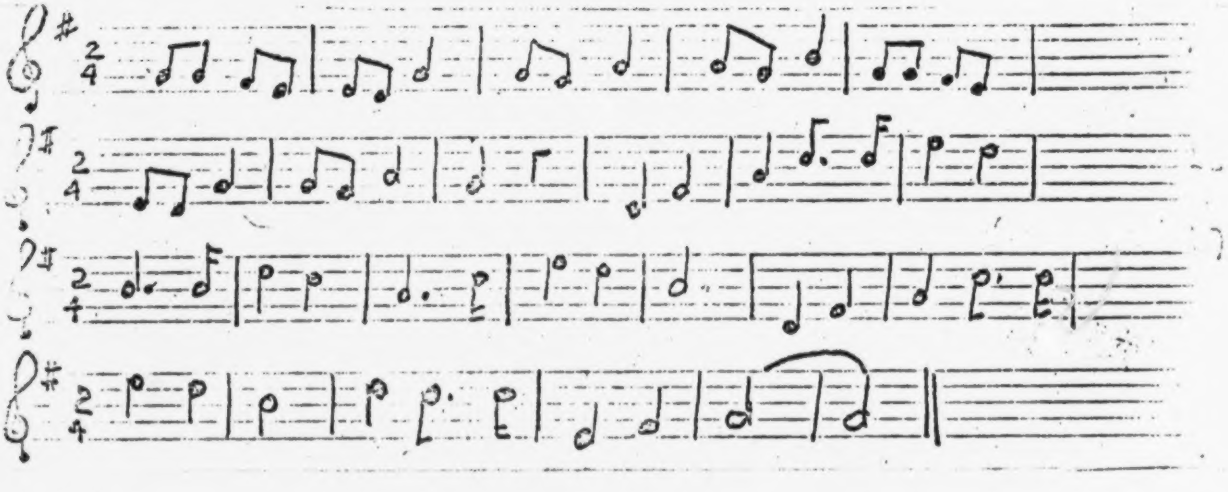
(1) 白雪, 白雪, 落我周圍,
白雪, 白雪, 落我周圍,
白雪, 白雪, 落我周圍,
地面就是這樣蓋滿.

(2) 風呀, 風呀, 向我吹來,
風呀, 風呀, 向我吹來,
風呀, 風呀, 向我吹來,
白雪就是這樣飄落.

WALKING IN THE SNOW

S-13

Words E.K. Arr. E.K.



(Same melody as S-6)

Verse 1. I am walking in the snow, in the snow, in the snow;
I am walking in the snow, in the snowflakes.

Verse 2. I am walking this way now, that way now, this way now;
Now it's your turn, show me how
And I can walk like you.

Alt. 1: when used with SNOWY DAY story, alternate verse as follows:
"Peter's walking..... "
"He is walking....... "

Alt. 2. when used with individual children, use child's name instead of Peter.

WALKING IN THE SNOW -Spanish

Yo puedo caminar, caminar, caminar:

Yo puedo caminar en la nieve.

Yo camino así, así, así, así, así, así,

Yo camino así, así -

¿Cómo caminas tú?

Alt. 1: When used with SNOWY DAY story, alternate verse as follows:

"Pedro puede caminar . . .
El camina así . . . . "

Alt. 2: When used with individual children, use child's name instead of Pedro.

S-13

Walking in The Snow
走在雪地上

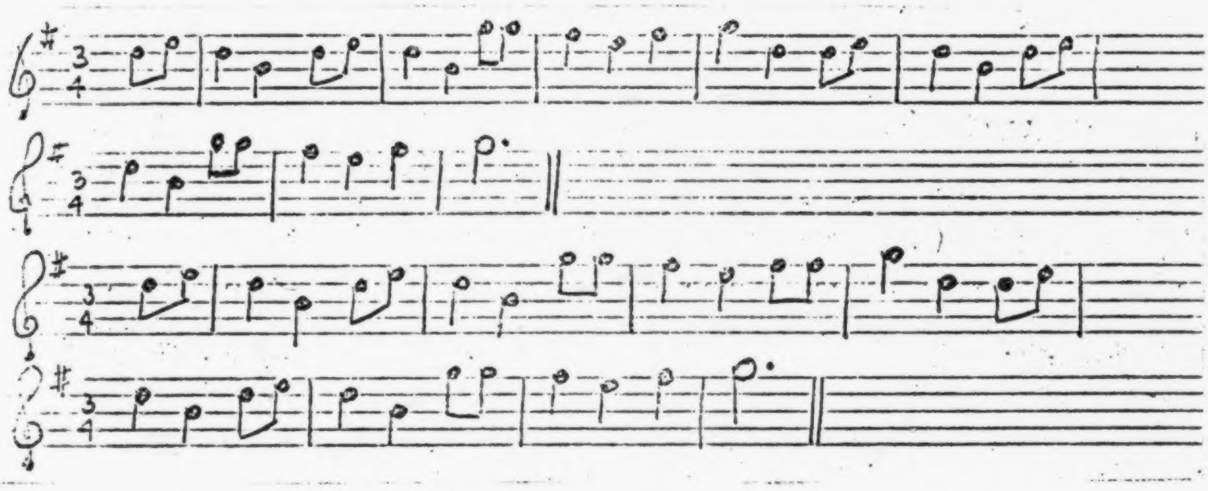
(1) 我正在雪地上走，
雪上走，雪上走，
我正在雪地上走，
雪地上走。

(2) 我正在向這邊走，
那邊走，這邊走，
請你教我怎樣走，
我會像你走。

LITTLE BEAR SONG

S-14
Arr. E. K.

Words and music E.K.



S-14

(same melody as S-10)

Little Bear, Little Bear,
What's the matter, little Bear,
Little Bear, Little Bear,
What's the matter with you?

I'm cold and chilly, Mother Bear,
Cold and chilly, Mother Bear,
I'm cold and chilly, Mother Bear.
I want something to put on.

Here's a hat, my Little Bear,
Here's a hat, my Little Bear,
Here's a hat, my Little Bear.
Here is something, put it on.

etc. coat, snow pants.

LITTLE BEAR SONG -Spanish

A. Osito, Osito,
¿Qué quieres, Osito?
Osito, Osito,
¿Qué quieres tu?

B. Tengo frío, Mamá Osa
Tengo Frío, Mamá Osa
Tengo frío, Mamá Osa
Tengo frio, Mamá.

C. Un sombrero, un sombrero,
Esto es para tí.
etc.

D. Un abrigo, un abrigo,
Esto es para tí.
etc.

E. Pantalones, pantalones,
Estos son para tí.
etc.

(Use same melody as S-10)

S-14

Little Bear Song
小熊歌

(1) 小小熊人，　小小熊人，
你要什麼呢？
小小熊人，　小小熊人，
你要什麼呢？

(2) 我很冷，　大熊媽媽，
我很冷，　大熊媽媽，
我很冷，　大熊媽媽，
我要穿些衣服。

(3) 戴上這帽，　小小熊人，
戴上這帽，　小小熊人，
戴上這帽，　小小熊人，
你要戴上這帽。

注意："帽"字可代以"大衣"或"雪褲"等物。

CHILLY SONG

S-15

Words E.K. Arr. E.K.

(Same Melody as Halloween Melody S-105)

Little Bear is chilly
Listen to his song
Look at him and tell him
What can he put on.

(. . . a hat, etc.)

S-15

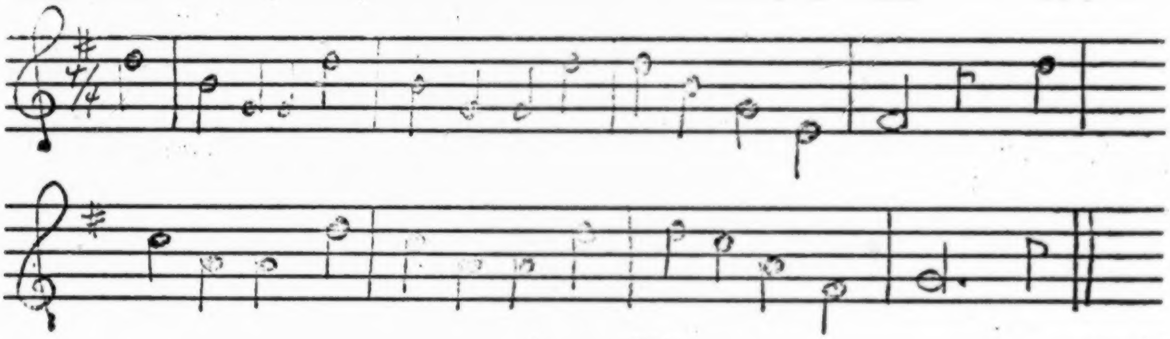
Chilly Song
天寒歌

小小熊人很冷，
請聽他唱歌，
看看他，告訴他，
他要穿什麼。

THE LITTLE ENGINE THAT COULD

(I think I can)

S-16



S-16

I think I can, I think I can,
I think I have a plan;
And I can do most anything,
If I only think I can.

Just think you can,
Just think you can,
Let's have that understood;
And very soon you'll start to say,
I always knew I could!

S-16

The Little Engine That Could (I think I could)
有力的小車頭 (我想我會)

(1) 我很有力, 我很有力,

我有一個計劃,

我樣樣事情都會做,

只要我覺我會.

(2) 只想你會, 只想你會,

我们大家同感,

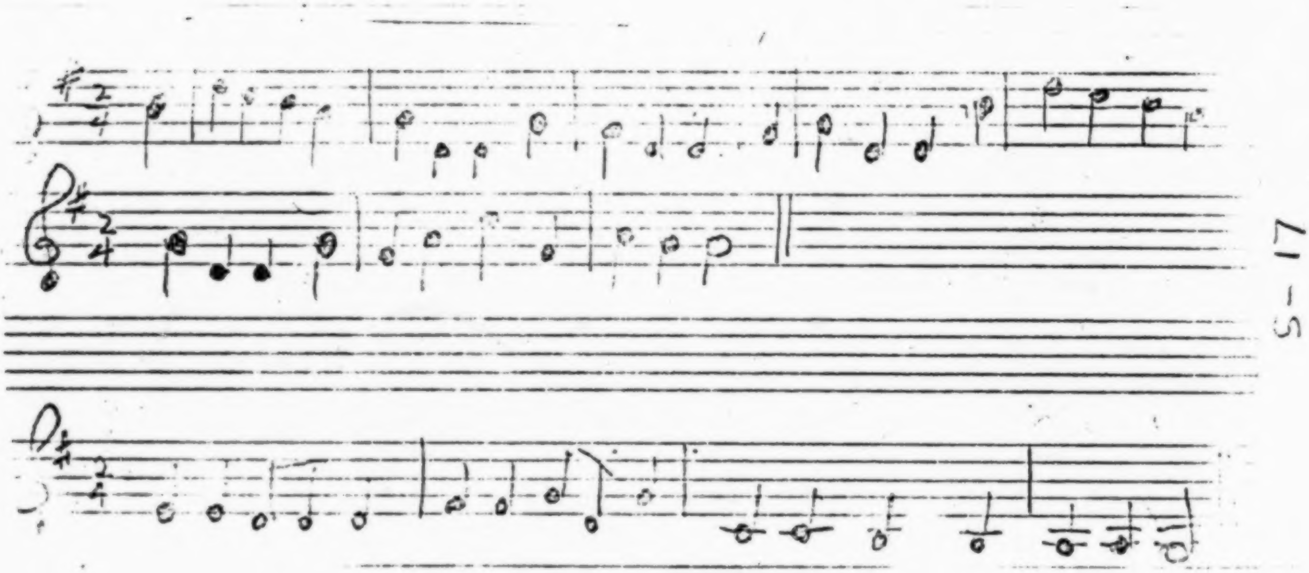
不久你也一樣的說,

我知我一定會。

THE LITTLE ENGINEER SONG

Words E.K.

S-17
Arr. E.K.



I am the engineer today
And give the tickets right away.
The train must stop when I say no --
And it must go when I say so.

Choo-choo, choo-choo-choo;
Choo-choo, choo-choo-choo;
Choo-choo-choo-chooo-choo=choo-choo.

THE LITTLE ENGINEER SONG -Spanish

Yo soy el ingeniero hoy;

Billetes doy, feliz estoy.

El tren se para, qué lástima.

Yo digo:¡Sigue!, y ya se va.

Chu-chu, chu-chu-chu;

Chu-chu, chu-chu-chu;

Chu-chu-chu-chu-chu-chu-chu.

S-17

The Little Engine Song
小司機歌

我今天是個小司機，

我將車票賣給你們，

我發命令，這車就停，

我說開車，這車就開。

噓，噓，　噓—噓—噓，

噓，噓，　噓—噓—噓，

噓，噓，噓，噓，噓，噓，噓。

DOWN IN THE GROUND
(Carrot Seed Chant)

Words E.K.

S-18
Arr. E.K.

Down in the ground
There is a little seed
And it waits and it waits
'Til Henry
Waters it...
Pop!

DOWN IN THE GROUND -Spanish
(Carrot Seed Chant)

Abajo en la tierra

Hay una semilla

Que duerme y duerme

Hasta que Enrique

Le echa el agua . . .

¡Y sale!

Down in the Ground
(Carrot seed chant)
在深泥裏
(紅蘿蔔誦)

S-18

在深泥裏，

有一粒小種子，

它在等，

它在等，

等水和等雨，

卟！出來！

CARROTS GROW FROM CARROT SEEDS

S-19

Carrots grow from carrot seeds,
I'll plant a seed and grow it.
I'll water it so carefully --
Carrots grow from carrot seeds.

S-19

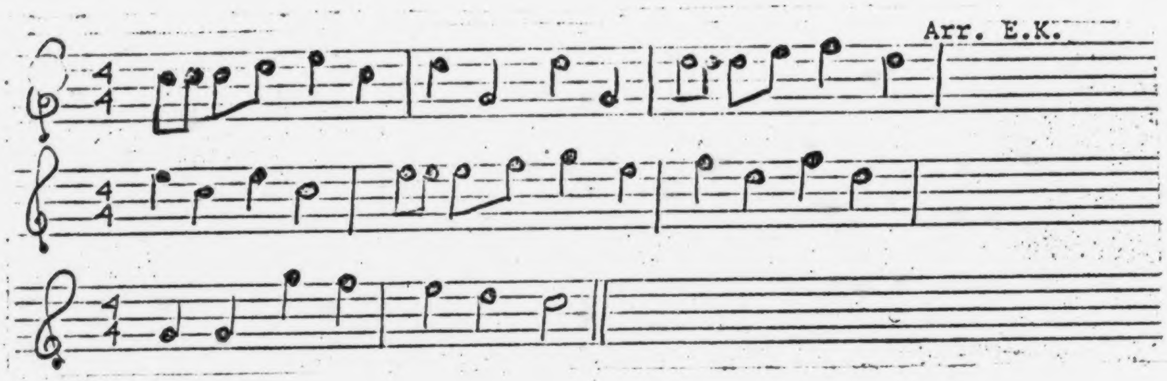
Carrots Grow from Carrot Seeds
紅蘿蔔是由它的種子來

紅蘿蔔由种子來,
我先把種子種下,
我天天小心淋淋水,
紅蘿蔔由種子來.

BUNNY SONG

S-20

Words E.K. Arr. E.K.



(Same melody as S-2)

What can Bunny hear now?
Listen, listen!
What can Bunny hear now?
Listen, listen!
What can Bunny hear now?
Listen, listen!
Listen, listen carefully!

BUNNY SONG - Spanish

¿Qué oyes, Bunny?
Listen, listen.
¿Qué oyes, Bunny?
Listen, listen!
Bunny, listen carefully!

Bunny Song
小兔歌

S-20

小兔聽見什麼？

聽呀，聽呀，

小兔聽見什麼？

聽呀，聽呀，

小兔聽見什麼？

聽呀，聽呀，

聽呀，聽呀，小心聽！

INSIDE THE EGG

(chant)

S-21

Words E.K.

Arr. E.K.

(Same chant as S-5-A, Carrot Seed)

Inside the egg --
Something is moving;
Something is trying to get --
Out!

(What is it?) (It's a _____)
duck
chick
bird

INSIDE THE EGG - Spanish
(chant)

Dentro del huevo
Algo se mueve;
Algo quiere salir - -
¡Sale!

(¿Que es?) (Es un ____________)
reloj
patito
pajarito

Inside the Egg (Chant) S-21
在鸡蛋裏（齐声颂）

蛋，蛋，蛋，

蛋裏面有乜野？

的，的，的，

出嚟！

PRETTY FLOWERS

S-22

Words E.K.

Arr. E.K.

(Same melody as S-5)

Pretty flowers are all around me
Growing in the sunny air --
Red ones, blue ones,
White and yellow --
Growing in the sunny air.

S-22

Pretty Flowers
美麗的花

美麗的花兒圍繞我，
生長在太陽光下，
紅的，藍的，
白的，黃的，
生長在太陽光下。

LITTLE BUNNY RABBIT
(action song)

S-23

Words E.K.

Little Bunny Rabbit,
Are you asleep?
Are you asleep?
Bunny Rabbit, how are you?
Can you jump up too?
Bunny, jump! Bunny, jump!
Bunny, jump!

LITTLE BUNNY RABBIT -Spanish
(action song)

Conejito bueno,

¿Duermes tu?

¿Duermes tu?

Conejito, Donde estas?

¿Porque no saltas mas?

¡Salta ya! ¡Salta ya!

¡Salta ya!

Little Bunny Rabbit

S-23

小兔子歌

小小棕色兔子，

你睡着嗎？

你睡着嗎？

棕色兔子你好嗎？

快快醒來一齊跳。

兔子跳！

兔子跳！

兔子跳！

COLOR GUESSING CHANT

(action chant)

S-24-A-B
orig.
E.K.

A

What color?
What color?
Who can tell?
What color?
What color?
Paint it well!

Paint your egg well
And then we can see
What color
What color
It can be.

B

What color?
What color?
Who can tell?
What color?
What color?
Shake it well!

Shake your egg well
And then we can see
What color
What color
It can be.

S-24 A-B

COLOR GUESSING CHANT -Spanish
(action chant)

A	B
¿Qué color,	¿Qué color,
Qué color	Qué color,
Pintas tú?	Tienes tú?
¿Qué color,	¿Qué color,
Qué color,	Qué color
Quieres tú?	Quieres tú?
Pinta el huevo	Abre el huevo,
Y vamos a ver,	Y vamos a ver,
Qué color,	Qué color,
Qué color,	Qué color,
Vas a hacer.	Vas a comer

Color Guessing Song

S-24

顏色猜迷（齊声頌）

(一) 什麼色，什麼色，誰知道？
什麼色，什麼色，油得好.
蛋油得好来，我们看.
什麼色，什麼色，最適當.

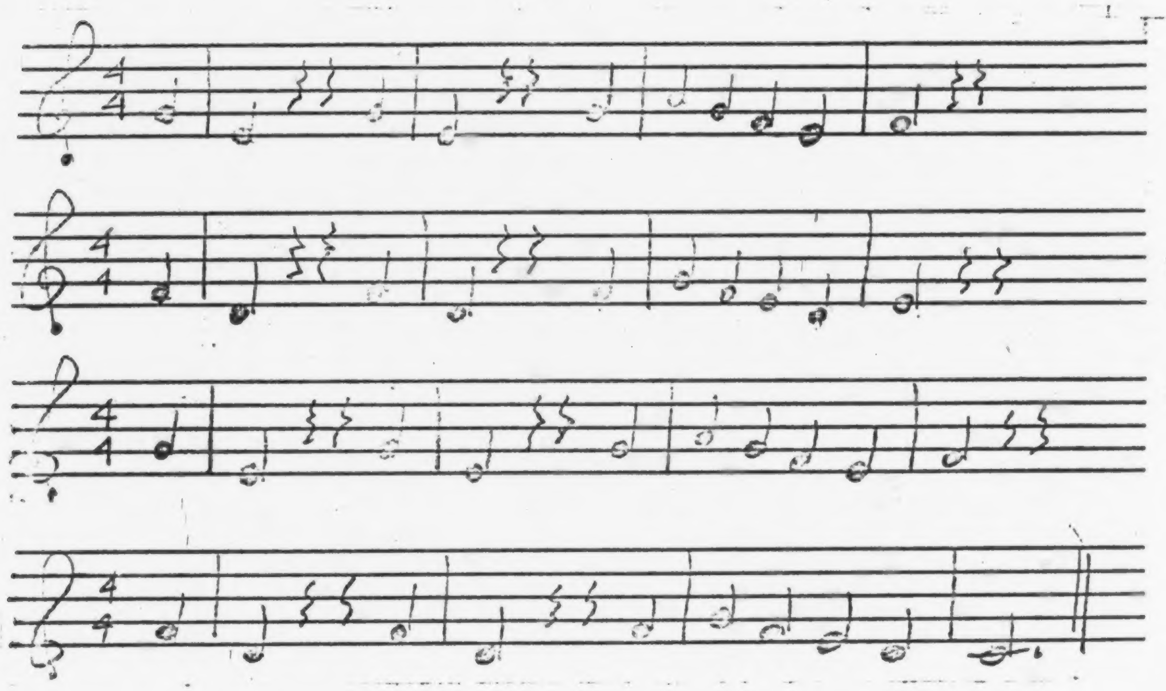
(二) 什麼色，什麼色，誰知道？
什麼色，什麼色，搖得好.
蛋搖得好来，我们看.
什麼色，什麼色，最適當.

TELEPHONE SONG

S-25

Words E.K.

Arr. E.K.



Hello! Hello! Andrew is my name.
Hello! Hello! Please hurry down my lane!
A big brown bear is sleeping in my bed.
Please ask him to sleep in the zoo instead.

TELEPHONE SONG -Spanish

Aló, aló, mi nombre es Andrés,
¡Aló, aló, vengan con rapidez!
Aló, aló, en mi cuarto está,
¡Un osito del zoológico!

S-25

Telephone Song
電话歌

喂. 喂, 喂 喂.

我是安德魯,

喂 喂. 喂 喂,

請你趕快来.

一隻棕熊

正睡在我的床,

請叫他去

動物園睡覺.

BEAR SONG

S-26

Words E.K.

(Use melody of "Brother John" S-101)

Are you sleeping?
Are you sleeping?
Big brown bear,
Big brown bear,

Give me back my bed!
Go to yours instead,
In the Zoo!
In the Zoo!

BEAR SONG -Spanish

Oye, Oso,

Oye, Oso

¿Duermes tú?

¿Duermes tú?

Esta es me cama,

Esta es mi cama,

¡Vete tú!

¡Vete tú!

(Use melody of "Brother John" S-101)

S-26

Bear Song
熊歌

你睡着嗎？

你睡着嗎？

大棕熊，

大棕熊，

請还给我的床，

去你自己的床，

在動物园，

在動物园。

LET'S GO TO THE ZOO

(Zookeeper's Song)

S-27
Arr. E.K.

Let's go to the zoo,
Let's go to the zoo,
Let's do what all
Good animals so.

We'll have lots of fun,
We'll have lots of fun,
We'll feed you fishes
One by one.

Zookeeper's Song
動物園管理人歌

我們去動物園，
我們去動物園，
像所有好動物一樣。
我們很開心，
我們很開心，
我餵小魚，
一條，一條。

TRAIN TO THE ZOO

S-28-A
Arr. E.K.

The train is in the station,
It's going to the zoo.
It's full of little boys and girls,
But there's still room for you.
Choo-choo, Choo-choo,
Chug, Chug, Chug, Chug
Chugga, Chugga,
Chugga, Chugga,
Train to the Zoo.

S-28-A

TRAIN TO THE ZOO -Spanish

Aquí viene el trencito
Los niños están aquí.
Se van al Zoológico
Pronto están allí.
Chu Chu Chu Chu
Chu-chu, Chu-chu,
Chu-chu, Chu-chu,
Aquí ya están.

Train to the Zoo
火車去動物園

S-28A

火車停在火車站，
要去到動物園，
裝滿許多的小孩子，
但有位給你坐，
噓噓，噓噓，
喳喳，喳喳，
喳格，喳格，喳格，喳格，
去動物園。

TRAIN FROM THE ZOO

S-28-B
Arr. E.K.

The train is in the station,
It's coming from the zoo
It's full of little boys and girls,
But there's still room for you.
Choo-Choo, Choo-Choo.
Chugga, Chugga, Chug, chug, chug, chug,
Chugga, Chugga,
Train from the zoo.

TRAIN FROM THE ZOO -Spanish

Aquí viene el trencito
Los niños esperan
Se van del zoológico
Pronto están aquí.
Chu Chu Chu Chu
Chu-chu, Chu-chu,
Chu-chu, Chu-chu,
Aquí ya están.

Train from the Zoo

從動物園來的火車

S-28 B

火車停在火車站，
從動物園開來，
裝滿許多的小孩子，
但有信給你家。
噓噓，噓噓，
喳喳，喳喳，
喳格，喳格，喳格，喳格，
從動物園開來。

ZOO ANIMALS: Monkey Song

S-29-A-B-C
Arr. E.K.

You can clap clap clap your hands,
The monkey claps, claps, claps his hands.
"Monkey see and monkey do,"
Monkey does the same as you.

You can jump jump jump up high
The monkey jumps jumps jumps up high.
"Monkey see and monkey do,"
Monkey does the same as you.

You can make a funny face,
The monkey makes a funny face,
"Monkey see and monkey do,"
Monkey does the same as you.

S-29 A-B-C

ZOO ANIMALS: Monkey Song -Spanish

Cuando das una palmada,
El mono da otra palmada;
El mono hace lo que ve,
El me copia - yo lo sé.

Cuando saltas tú en alto,
Tambien el mono salta en alto.
El mono hace lo que ve,
El me copia - yo lo sé.

Cuando te miras al espejo,
El mono se mira al espejo.
El mono hace lo que ve,
El me copia - yo lo sé.

S-29-A-B-C

Monkeys Song
猴子歌

(A) 你拍拍拍你手．

猴子拍拍拍他手，

猴子看，猴子做，

猴子像你一樣做．

(B) 你跳跳跳得高，

猴子跳跳跳得高．

猴子看，猴子做，

猴子像你一樣做。

(C) 你扮扮扮鬼臉．

猴子扮扮扮鬼臉．

猴子看，猴子做，

猴子像你一樣做．

ZOO ANIMALS: Bear Song

S-30
Arr. E.K.

(Melody as Brother John 101 and S-26)

Are you sleeping?
Are you sleeping?
Big brown bear
Big brown bear
Sleeping in your cave
Sleeping in your cave
Over there
Over there.

ZOO ANIMALS: Bear Song - Spanish

Mira el oso que duerme allí,

El duerme en su cueva.

Con los ojos cerrados el duerme así,

El duerme en su cueva.

Zoo Animals - Bear song

動物園的動物：熊歌

S-30

你睡着嗎？

你睡着嗎？

大棕熊，

大棕熊，

睡在你的洞裏，

睡在你的洞裏。

在那邊，

在那邊。

ZOO ANIMALS: Seals Song

S-31
Arr. E.K.

(Melody as S-5 -leaves- and S-22 -flowers- and S-33 -eggs-)

Shiny seals swim in the water,
Slip and slide and roll about.
Flapping flippers in the sunshine,
Shiny seals jump in and out.

ZOO ANIMALS: Seals Song - Spanish

Son las focas muy graciosas,
Saltan en el agua así
Dan palmadas con las patas,
Saltan en el agua así.

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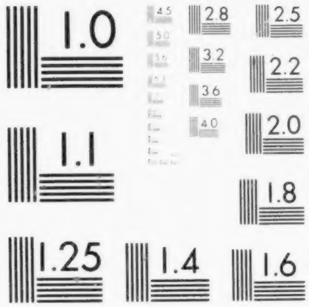
1.0
4.5
5.0
5.6
6.3
7.1
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

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Zoo Aminals : Seal Songs S-31

動物园的動物：海狗歌

閃亮海狗在水裏游，
滑来滑去又打滾，
撲撲翅膀，
陽光裏面，
海狗跳出又跳入。

ZOO ANIMALS: Elephant Song

S-32
Arr. E.K.

The elephant's walking this way,
The elephant's walking that way,
This way, that way.
The elephant's eating his hay.
He's eating his bread and hay.

ZOO ANIMALS: Elephant Song -Spanish

La trompa del elefante,

La trompa del elefante,

Se mueve, se mueve.

El come la hierba y el pan,

El come la hierba y el pan.

Zoo animals - Elephant Song S-32

動物園的動物：大象歌

大笨象向這邊走來，

大笨象向那邊走去，

走來，

走去，

大笨象吃他的草

他吃草和麵包

EASTER EGGS SONG

S-33

Words E.K.

Arr. E.K.

(Melody as S-5, S-22, S-31)

Easter Eggs
Are all around me
Hiding in the garden grass,
Pink ones, blue ones,
Green and purple,
Hiding everywhere I pass.

S-33

Easter Eggs Song
復活蛋歌

復活蛋在我四周圍，
藏在花園草堆裏，
紅色，藍色，綠色，紫色，
藏在處處我经過。

GOOD MORNING SONG -German

Guten Morgen,

Guten Morgen,

Wie geht's Euch?

Wie gdht's Euch?

Es geht uns sehr gut,

Es geht uns sehr gut,

Danke schön!

Danke schön!

(Use melody of "Brother John ")

GOOD-BYE SONG -German

Auf Wiederseh'n, Ihr Kinder,

Auf Wieder-Wiederseh'n.

Ich grusse Euch noch einmal

Und dann muss auch ich geh'n.

Auf Wiederseh'n, Ihr Kinder,

Auf Wieder-Wiederseh'n.

Doch wartet bis auf morgen,

Wenn wir uns wiederseh'n.

MUFFIN SONG -German

A.

Was hörst Du, Muffin?
Listen, listen!
Was hörst Du, Muffin?
Listen, listen!
Was hörst Du, Muffin?
Listen, listen!
Listen! Listen carefully!

B.

Was hörst Du, Muffin?
Hör mal, hör mal!
Was hörst Du, Muffin?
Hör mal, hör mal !
Was hörst Du, Muffin?
Hör mal, hör mal!
Hör mal! Hör mal ganz genau!

HEAR AND TOUCH SONG - German

A.

Kannst Du hör'n, was Du nicht siehst?
Kannst Du fühl'n was Du nicht hörst?
Eins und zwei, zwei und drei - -
Hör und sag mir, was es sei!

B.

Kannst Du hör'n, was Du nicht siehst?
Kannst Du fühl'n , was Du nicht hörst?
Eins und zwei, zwei und drei - -
Fühl und sag mir, was es sei!

TOUCH SONG -Portuguese

CANÇÃO DE TOCAR

1. Toque a sua cabeça
Toque a sua cabeça

2. Toque o seu pé
etc.

3. Toque o seu nariz
etc.

4. Toque os seus olhos
etc.

5. Toque as suas orelhas
etc.

6. Levante a mão
etc.

7. Levante o pé
etc.

E inclua outras partes
do corpo e do vestuário.

LISTEN AND TOUCH SONG -Japanese

[illegible] か
[illegible]
いち に さん、[illegible]
聞いて ごらん 音は なんですか

[illegible]
[illegible]
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MUFFIN SONG -Japanese

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PROGRAM ADDENDA

Sample ESL Lessons
Unit Tests

Sample ESL Lessons

The ten sample ESL lessons provided as part of the Language-Through-Literature Program, should demonstrate to the teacher how basic ESL structures and vocabulary items taken from the literary story units, can be combined so that the actual "drill" of the language lesson becomes more meaningful and motivating.

The sample lessons can be used in conjunction with any of the literary story units. However, some lessons will refer more specifically to a specific literary unit than others. For example, ESL Lesson 303 and ESL Lesson 309, which use "parts of the body" as vocabulary items, can be used more meaningfully at the time when the Touch Song (Song No. S-1) has been taught. Or, ESL Lesson 304 and ESL Lesson 306 (which use "colors" as vocabulary items) can be related more meaningfully to the Leaves Story (Unit 104) and/or the Egg Story (Unit 110) since it is here that colors are being introduced and used throughout the entire sequence.

ESL Lesson 307 which uses animals as vocabulary items, could be related meaningfully to the Snowy Day Story (Unit 107) or the Zoo Story (Unit 113).

The ESL teacher should be well versed in the use of puppets since this is an important technique which can strongly motivate children of young ages.

Visuals form an integral part of these sample ESL lessons. The teacher will best prepare these visuals on stiff cardboard, perhaps 8 1/2" by 11" in size. All comments pertaining to the requirements of good visuals (as discussed in the General Introduction to the Language-Through-Literature Program) also apply here: The visuals must be meaningful and telling, simple,and any superfluous items which could distract or even mislead the student, should be eliminated. The visuals must be prepared and stacked up in proper sequence so that the rythm of the lesson is not lost because of some manipulation difficulty. This is particularly important if the lesson is presented from pre-recorded tape. The teacher (or student-helper) who manipulates the visuals must retain exact coordination with the programmed lesson.

It should be noted that at all times a "student response" is followed by "teacher confirmation". The student response, where appropriate, is indicated on the scripts through two brackets like this: (_____).

Hi! This is your friend Pancho. Look at these pictures. I'll tell you what they are. Then you tell me what they are. For example:

I say: "That's a boy", then you say quickly: "That's a boy." Or,
I say: "That's a girl", then you say quickly: "That's a girl." Ready?

1.	That's a boy	(visual)	Yes, that's a boy!
2.	That's a girl	(_____)	Yes, that's a girl
3.	man	(_____)	man
4.	woman	(_____)	woman
5.	car	(_____)	car
6.	bus	(_____)	bus
7.	truck	(_____)	truck
8.	bike	(_____)	bike
9.	book	(_____)	book
10.	pencil	(_____)	pencil
11.	cat	(_____)	cat
12.	rat	(_____)	rat
13.	book	(_____)	book
14.	banana	(_____)	banana
15.	cocoanut	(_____)	cocoanut

That was fine. Now, look at the pictures again: Look and tell me what it is. For example, look at this picture (show visual of a boy). And say: "That's a boy!" or, look at this picture (show visual of a girl), and tell me: "That's a girl!" Ready?

1.	(visual)	Yes, that's a boy!
2.	(_____)	girl
3.	(_____)	man
4.	(_____)	woman
5.	(_____)	car
6.	(_____)	bus
7.	(_____)	truck
8.	(_____)	bike
9.	(_____)	book
10.	(_____)	pencil
11.	(_____)	cat
12.	(_____)	rat
13.	(_____)	book
14.	(_____)	banana
15.	(_____)	cocoanut

That was fun. Let's do it again.

1. (visual) Yes, that's a boy
2. (______) girl
3. (______) man
4. (______) woman
5. (______) car
6. (______) bus
7. (______) truck
8. (______) bike
9. (______) book
10. (______) pencil
11. (______) cat
12. (______) rat
13. (______) book
14. (______) banana
15. (______) cocoanut

That was fine. That's all for today . . . so long.

Hello, this is your friend Pancho. You've got many toys today; show me your toys, one at a time. Ready?

1.	Show me a car and say:	This is a car.	(_____)	Ah, that's a car.
2.	book	book	(_____)	book
3.	marble	marble	(_____)	marble
4.	pencil	pencil	(_____)	pencil
5.	truck	truck	(_____)	truck
6.	ball	ball	(_____)	ball
7.	top	top	(_____)	top
8.	doll	doll	(_____)	doll

That was good. Now, let's do it again. Ready?

1.	Show me a car and say:	This is a car.	(_____)	Ah, that's a car.
2.	book	book	(_____)	book
3.	marble	marble	(_____)	marble
4.	pencil	pencil	(_____)	pencil
5.	truck	truck	(_____)	truck
6.	ball	ball	(_____)	ball
7.	top	top	(_____)	top
8.	doll	doll	(_____)	doll

That's good. That's all for today . . . so long.

Hello. This is your friend Pancho. Let's play a game. I show you something and you tell me what it is. Ready?

(Puppet points to his nose)	(That's your nose)	Yes, that's my nose.
hair	(__________ hair)	hair
tongue	(__________ tongue)	tongue
book	(__________ book)	book
pencil	(__________ pencil)	pencil

That was good. Now, I'll tell you to show me something, and you tell me what it is. For example, I say: "Show me your nose", and then you show me your nose and you say: "This is my nose." Ready?

Now, show me your nose!	(This is my nose)	Oh, that's your nose.
hair!	(__________ hair)	hair
tongue!	(__________ tongue)	tongue
book!	(__________ book)	book
pencil!	(__________ pencil)	pencil

Now, look, this is Tom our new friend. Let's play a game. I say: "This is Tom's nose", and you say: "That's Tom's nose". Ready?

Look, this is Tom's nose.	(_____)	Yes, that's Tom's nose.
Look, this is Tom's hair	(_____)	Yes, that's Tom's hair.
tongue	(_____)	tongue.
book	(_____)	book.
pencil	(_____)	pencil.

Now, look, here is another new friend: This is Ann. I will show you something, and you say what it is. Ready?

Look, this is Ann's nose	(_____)	Yes, that's Ann's nose!
Now, look , this is Ann's hair	(_____)	Yes, that's Ann's hair!
tongue	(_____)	tongue!
book	(_____)	book!
pencil	(_____)	pencil!

That was fun. That's all for today.

Hello, this is your friend Pancho. Let's play another game.

Look, this is a ball. What's this?	(_____)	Yes, it's a ball.
Now, look, this is a pencil	(_____)	pencil
car	(_____)	car
truck	(_____)	truck
bus	(_____)	bus
house	(_____)	house
comb	(_____)	comb
cup	(_____)	cup
top	(_____)	top

That was good. Now, here is a new game.

1.	Look, this is a red truck.		
	Tell me: What color is this truck?	(_____)	Yes, it's red.
2.	Now, look, this is a green truck.		
	Tell me: What color is this truck?	(_____)	Yes, it's green.
3.	Now, look, this is a blue truck.		
	Tell me: What color is this truck?	(_____)	Yes, it's blue.
4.	Now, look, this is a yellow truck.		
	Tell me: What color is this truck?	(_____)	Yes, it's yellow.
5.	Now, look, this is a white truck.		
	Tell me: What color is this truck?	(_____)	Yes, it's white.
6.	Now, look, this is a brown truck.		
	Tell me: What color is this truck?	(_____)	Yes, it's brown.

Now, let's do it again. This time you tell me what color the truck is.

1.	What color is this truck?	(_____)	Yes, it's red.
2.	What color is this truck?	(_____)	Yes, it's green.
3.	What color is this truck?	(_____)	Yes, it's blue.
4.	What color is this truck?	(_____)	Yes, it's yellow.
5.	What color is this truck?	(_____)	Yes, it's white.
6.	What color is this truck?	(_____)	Yes, it's brown

Good, that was fun. That's all for today . . . so long.

Note:
Color games can be expanded with the following additional items:
ball, top, house, bus, comb, book, cup, pencil, car, leaf, flower.

Hello, this is Pancho again. Look, I'll show you something:

Is that a car?	(_____)	Yes, it's a car.
and now, is that a cat?	(_____)	cat.
dog?	(_____)	dog.
horse?	(_____)	horse.
boy?	(_____)	boy.
book?	(_____)	book.
pencil?	(_____)	pencil.
banana?	(_____)	banana.

Now here are some more. Tell me:

Is that a car?	(_____)	No, it's a banana.
and now, is that a cat?	(_____)	pencil.
dog?	(_____)	book.
horse?	(_____)	boy.
boy?	(_____)	horse.
book?	(_____)	dog.
pencil?	(_____)	cat.
banana?	(_____)	car.

That was good. Now, look and listen and be careful:
(answers vary "yes, it's a - no, it's a")

Is that a car?	(_____)	Yes, it's a car.
and now, is that a cat?	(_____)	Yes, it's a cat.
dog?	(_____)	No, it's a boy.
horse?	(_____)	No, it's a book.
boy?	(_____)	Yes, it's a boy.
book?	(_____)	No, it's a dog.
pencil?	(_____)	Yes, it's a pencil.
banana?	(_____)	No, it's a cat.

(Again: Part I, II and III, as desired or needed)

That was fun. See you again next time.

Hi, this is Pancho again. Look at this picture. I'll ask a question and you answer me. Ready ?

1.	Is this car yellow?	(Yes, it's yellow)	Yes, it's yellow.
2.	red?	(red)	red.
3.	blue?	(blue)	blue.
4.	black?	(black)	black.
5.	brown?	(brown)	brown.
6.	green?	(green)	green.
7.	white?	(white)	white.

That's good. Let's try it again. Ready?

1.	Is this car yellow?	(No, it's red.)	No, it's red.
2.	red?	(blue.)	blue.
3.	blue?	(black.)	black.
4.	black?	(brown .)	brown.
5.	brown?	(green.)	green.
6.	green?	(white .)	white.
7.	white?	(yellow.)	yellow.

That was very good. Let's try it again.

1.	Is this car yellow?	(Yes, it's yellow.)	Yes, it's yellow.
2.	red?	(Yes, it's red.)	Yes, it's red.
3.	blue?	(No, it's yellow.)	No, it's yellow.
4.	black?	(No, it's red.)	No, it's red.
5.	brown?	(Yes, it's brown.)	Yes, it's brown.
6.	green?	(No, it's blue.)	No, it's blue.
7.	white?	(Yes, it's white)	Yes, it's white.

(Repeat sequences as desired or needed.)

Hello, this is your friend Pancho again. I have a new game for you today. Let's play it. I will tell you to look at something and you tell me that you are looking at it. For example, I say: "Look at the dog." And you tell me: "I am looking at the dog." Now look carefully, listen, and then tell me:

Look at the dog!	(_____)	(show	Good, you are looking at a dog.
Now, look at the cat!	(_____)	visual)	cat.
horse!	(_____)		horse.
rabbit!	(_____)		rabbit.
bear!	(_____)		bear.
monkey!	(_____)		monkey.
elephant!	(_____)		elephant.

Good. Now let's play a new game, it's a pretend game. I tell you again to look at something, and you pretend that you are looking at it and you tell me. Close your eyes now, listen carefully and then tell me:

Look at a dog !	(_____)	(no	Good, you are looking at a dog.
Now, look at a cat!	(_____)	visual)	cat.
horse !	(_____)		horse.
rabbit!	(_____)		rabbit.
bear!	(_____)		bear.
monkey!	(_____)		monkey.
elephant!	(_____)		elephant.

That was fun. Now open your eyes, and let's really look, like before:

Look at the dog!	(_____)	(show	Good, you are looking at a dog.
Now, look at the cat!	(_____)	visual)	cat.
horse!	(_____)		horse.
rabbit!	(_____)		rabbit.
bear!	(_____)		bear.
monkey!	(_____)		monkey.
elephant!	(_____)		elephant.

That's all for today . . . so long.

Hello, this is Pancho. Let's play our guessing game again today. Look and listen carefully, and tell me:

1. Is that a car? (_____) Yes, it's a car.
2. Now, is that a bus? (_____) bus.
3. truck? (_____) truck.
4. ball? (_____) ball.
5. book? (_____) book.
6. pencil? (_____) pencil.
7. flower? (_____) flower.
8. top? (_____) top.

Fine, that was good. Now, you ask me the question and I'll answer. I'll show you a picture of a car, like this, and you ask me: "Is that a car? Ready?

1. (Is that a car?) (_____) Did you ask: Is that a car? Yes, it's a car.
2. cat? (_____) cat? cat.
3. dog? (_____) dog? dog.
4. horse? (_____) horse? horse.
5. boy? (_____) boy? boy.
6. book ? (_____) book? book.
7. cat? (_____) cat? cat.
8. banana? (_____) banana? banana.

Good. Let's do it again. Look and listen, and tell me:

1. Is that a car? (_____) Yes, it's a car.
2. bus? (_____) bus.
3. truck? (_____) truck.
4. ball ? (_____) ball.
5. book? (_____) book.
6. pencil? (_____) pencil.
7. flower? (_____) flower.
8. top? (_____) top.

Good. Now.

1. (Is that a car?) (_____) Did you ask: Is that a car? Yes, it's a car.
2. cat? (_____) cat? cat.
3. dog? (_____) dog? dog.
4. horse? (_____) horse? horse.
5. boy? (_____) boy? boy.
6. book? (_____) book? book.
7. cat? (_____) cat? cat.
8. banana? (_____) banana? banana.

Hello, this is your friend Pancho. Look who is here today. Look! That's Tom.

This is his face. What is it?	(_____)	Yes, that's his face.
Now, look, this is his nose.	(_____)	nose.
hair.	(_____)	hair.
hand.	(_____)	hand.

Now, look, this is Ann. This is her face. What is it?	(_____)	Yes, that's her face.
nose.	(_____)	nose.
hair.	(_____)	hair.
hand.	(_____)	hand.

Now, let's play another game. This time, I'll ask you and you tell me what it is. Ready? Look, that's Tom.

What's this?	(_____)	Yes, that's his nose.
Now, look, what's this?	(_____)	hair.
	(_____)	hand.
	(_____)	ear.

Good. That was fine.

Now, look, this is Ann.

What's this?	(_____)	Yes, that's her face.
And now, look, what's this?	(_____)	nose.
Now, look, what's this?	(_____)	hair.
Now, look, what's this?	(_____)	hand.

That's fine. That's all for today. So long.

SPEECH TRAINING

Hello, this is Pancho again. Let's play a monkey game. I'll say something and you say exactly what I say. Listen carefully and say it right after me:

I can see a goat (_____)
I can see two goats (_____)
a cup (_____)
two cups (_____)
a truck (_____)
two trucks (_____)
a book (_____)
two books (_____)
a cat (_____)
two cats (_____)

That was very good. Here are some more, listen carefully and say it right after me:

I can see a flower (_____)
I can see two flowers (_____)
a dog (_____)
two dogs (_____)
a comb (_____)
two combs (_____)
a bird (_____)
two birds (_____)
a pig (_____)
two pigs (_____)

That was fine. Now here are some more, listen and say it right after me:

I can see a horse (_____)
I can see two horses (_____)
a bus (_____)
two busses (_____)
a house (_____)
two houses (_____)
a box (_____)
two boxes (_____)
a fox (_____)
two foxes (_____)

(Repeat sequences as desired or needed.)

That was good. See you again next time.

UNIT TESTS INTRODUCTION

Since the Language-Through-Literature Program can serve a variety of language purposes (native language development, second language learning in English, Spanish, Chinese or other language) the teacher will wish to check on the comprehension and speaking achievements of her pupils according to the setting in which the program operates.

In addition, it should also be possible to check on the children's progress in some of the other areas of the Language-Through-Literature Program such as story comprehension, sequential development of the story, meaning and interpretation, and of course some of the general "readiness" activities of Early Childhood. The Unit Tests which follow are designed to serve as samples for the teacher to show how some of these areas could be tested even at a time when children are not yet able to read.

Indirectly, of course, any test - no matter what its content - also tests a child's capability to "comprehend" (to understand either oral instructions or written instructions). If the tests are given in a language other than English, the translator must therefore take care to present the instructions in such a manner that no comprehension difficulties are encountered by the pupils otherwise the tests will not measure what they are supposed to.

Paul and Judy: Worksheet

Oral Instruction

Look at your paper, there are some pictures.

Here, in the first picture (point to it), there is a boy. It's Paul. Paul can smell the flowers.

Now, look at the other two pictures on the same line. There are flowers too. The flowers in one picture look almost the same as the flowers that Paul can smell. Find that picture and circle it.

Good. Now, point to the first picture and say, "Paul can smell the flowers." And then point to the picture with a circle and say, "I can smell the flowers." Say it again, "I can smell the flowers."

Let's look at the first picture on the second line (point to it). There is a girl and a mirror. It's Judy. Judy can look in the mirror.

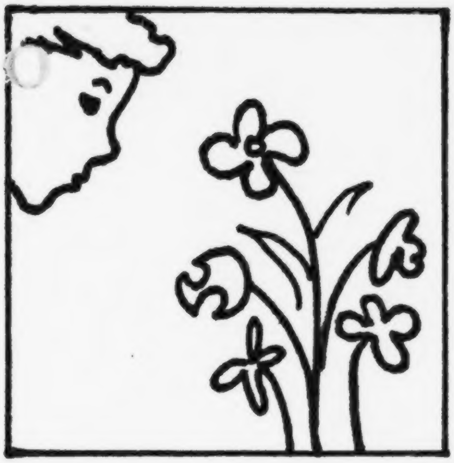
Now, look at the other two pictures on that line. There are mirrors, too. The mirror in onr picture looks almost the same as the mirror that Judy is looking into. Find that picture and circle it.

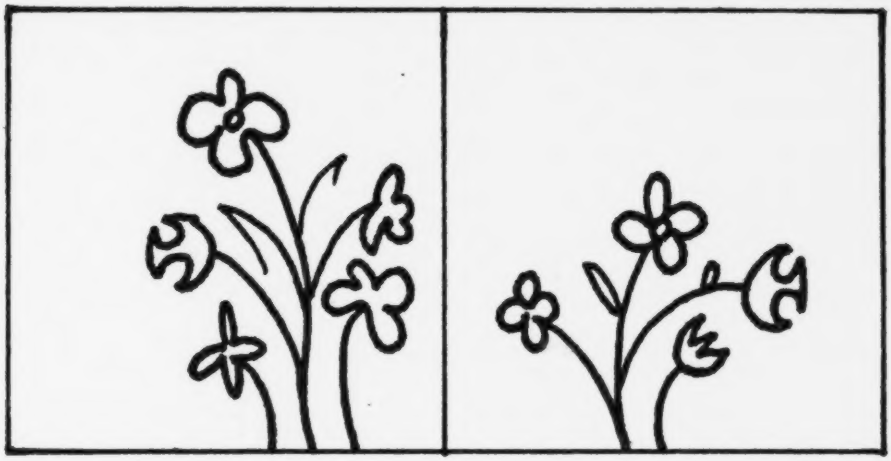
Good. Now, point to the first picture and say, "Judy can look in the mirror." And then point to the picture with a circle and say, "I can look in the mirror." Say it again, "I can look in the mirror."

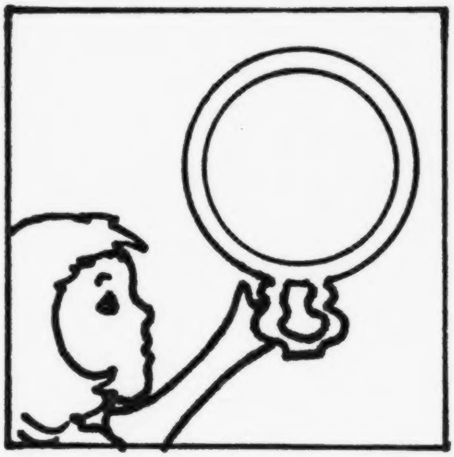
Now, look at the pictures on the third line. Look at this picture here (point to it). There is a hand touching a man's face. Judy can touch Daddy's face.

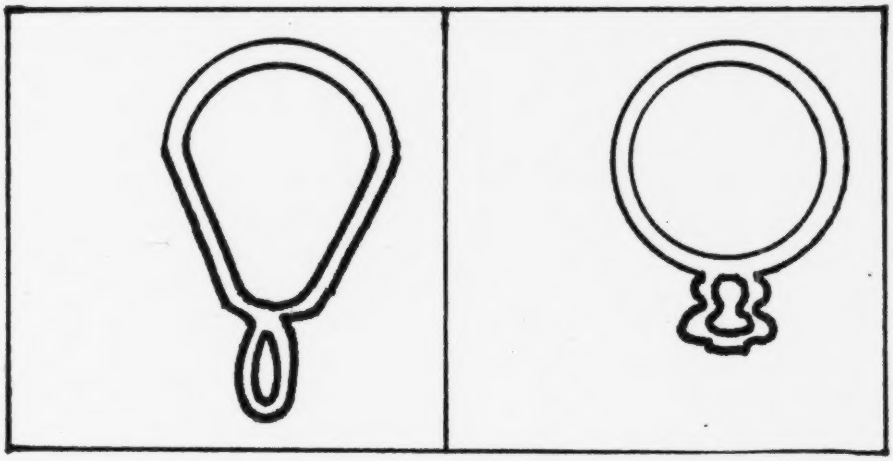
Now, look at the other two pictures. There are faces too. The face in one picture looks almost the same as the face Judy can touch. Find that face and circle it. Now, let's point to the first picture and say, "Judy can touch Daddy's face." And then point to the picture with a circle and say, "I can touch Daddy's face." Say it again, "I can touch Daddy's face."

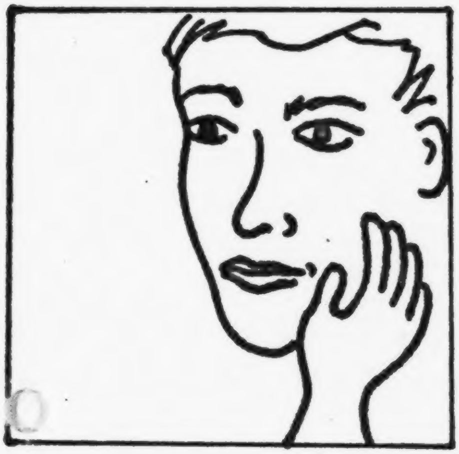
Good. That's all for today.

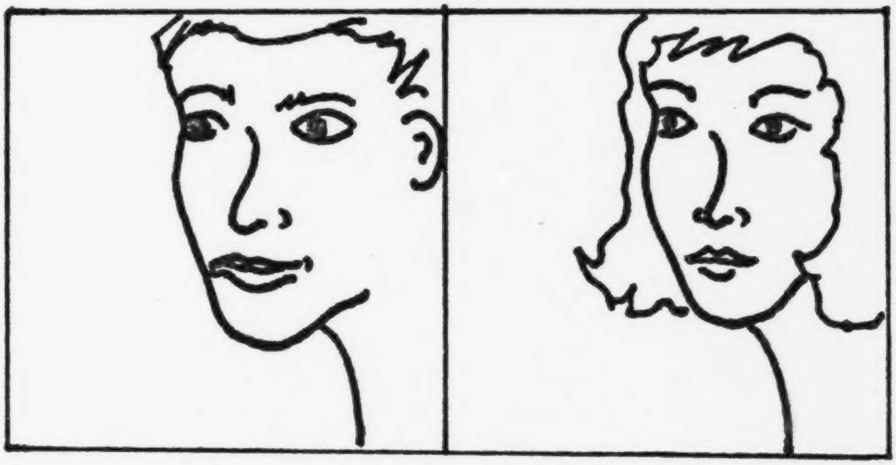












Muffin: Worksheet

Oral Instruction

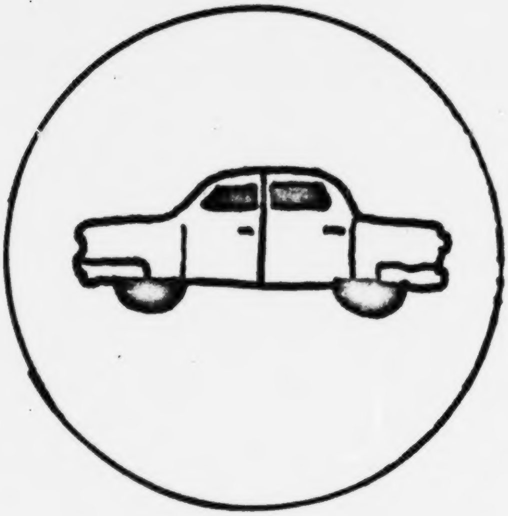
Look at your paper. Look there is your friend Muffin, in the middle of the paper. There is Muffin with a handkerchief over his eyes. He cannot see. But he can hear. He can hear many sounds. When he hears a sound, he knows what it is. But he cannot see. He cannot point to the thing that makes the sound. He cannot look at the thing that makes the sound. So you can help him find the thing that makes the sound.

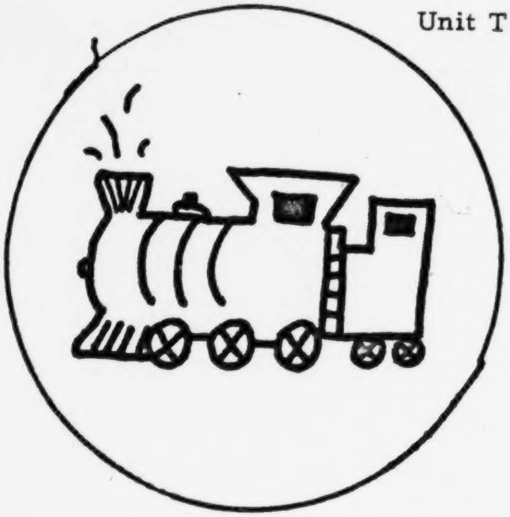
Now, listen. I am going to make a sound. You help Muffin find out the thing that makes the sound. Can you do that? When you find the thing, circle it.

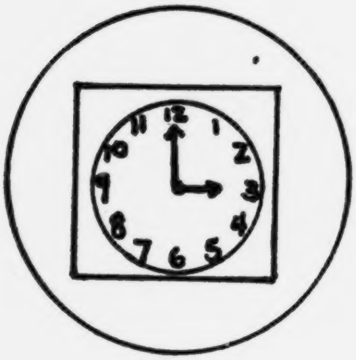
Now listen carefully. (Teacher makes the sound of a clock)
(Check whether the children can find and circle it)

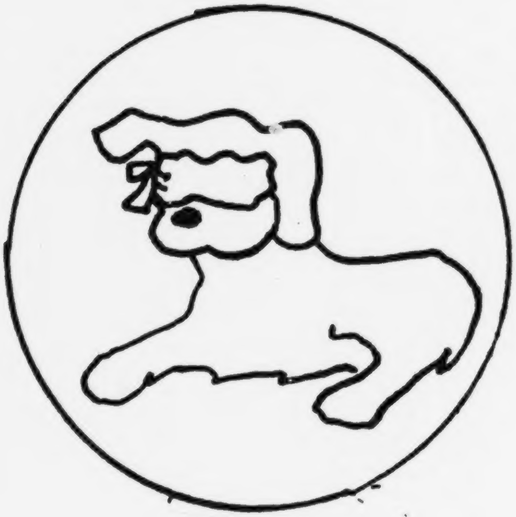
Now, listen and circle the picture! (the sound of a car)
Now, listen and circle the picture! (the sound of a cat)
Now, listen and circle the picture! (the sound of a dog)

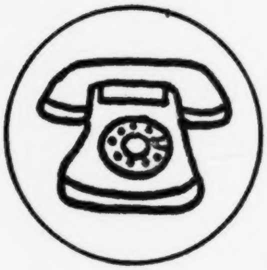
(Note: 2 pictures - train and telephone - should remain uncircled.)

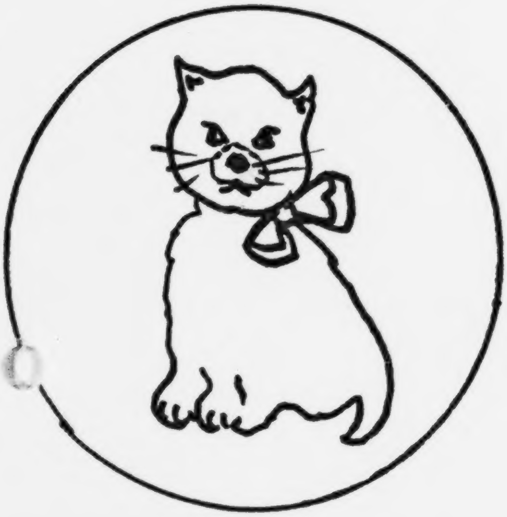


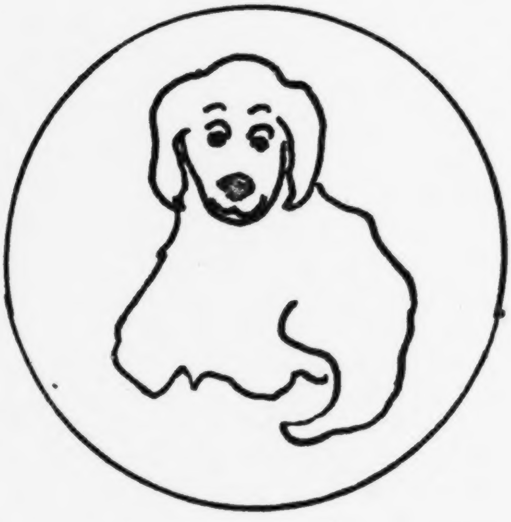












Falling Leaves: Worksheet

Oral Instruction

(Check that the children have paper and crayons in front of them)

Look at your paper. There are three children, one is jumping, one is running, and one is walking.

Now, color the boy who is jumping with a yellow crayon.

(check and wait until they finish). Now,

color the girl who is running with a red crayon.

(check and wait again). Now,

color the boy who is walking with a brown crayon.

(check until they all finish).

Now, look, there are also three big leaves.

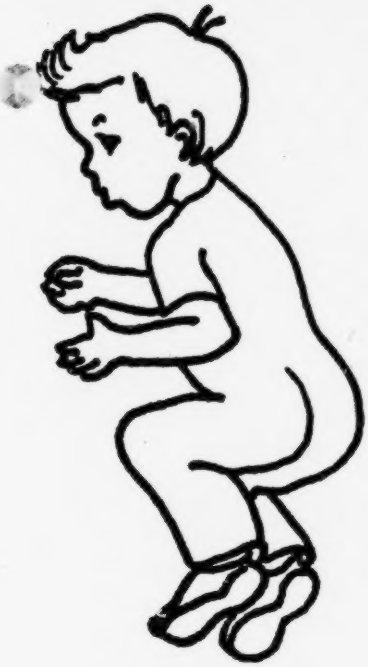
Color this leaf (point to it) with a green crayon.

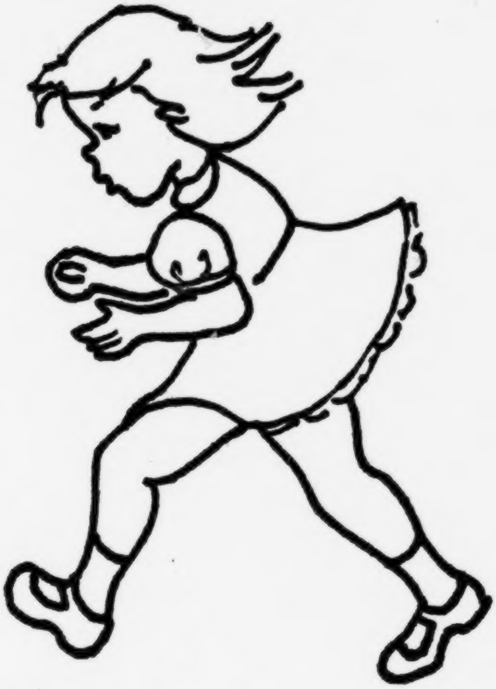
(check and wait until they finish). Now,

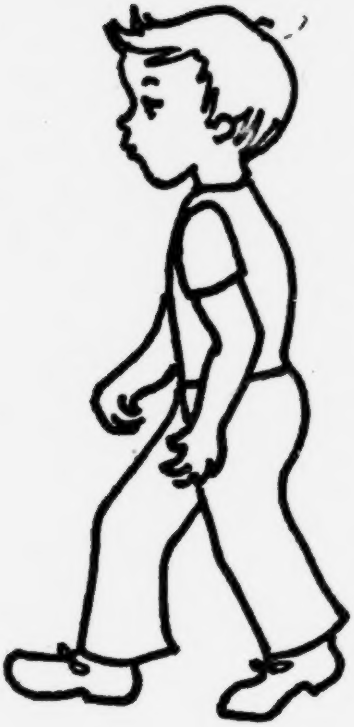
color this leaf (point to it) with a yellow crayon.

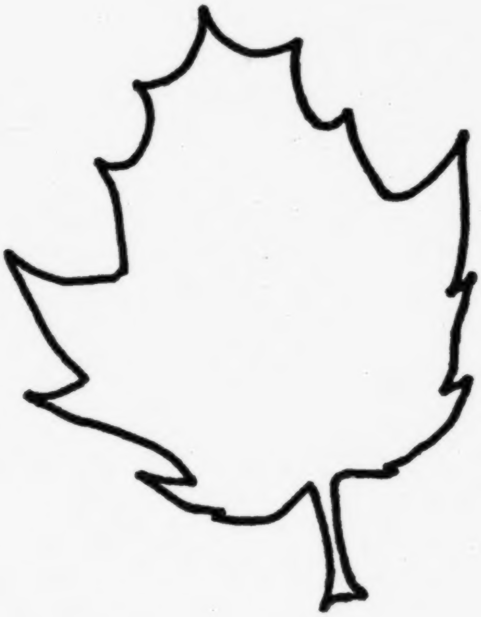
(check and wait again). And, now,

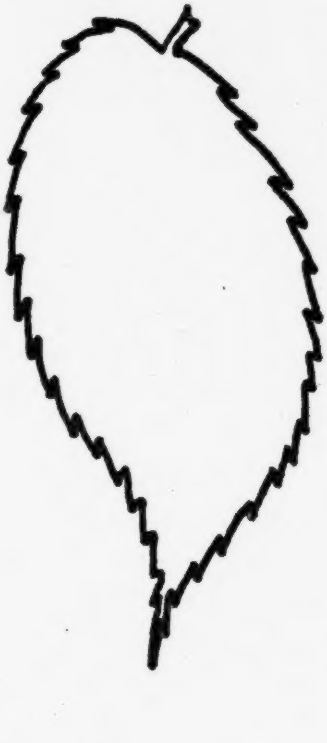
color this leaf (point to it) with a brown crayon.

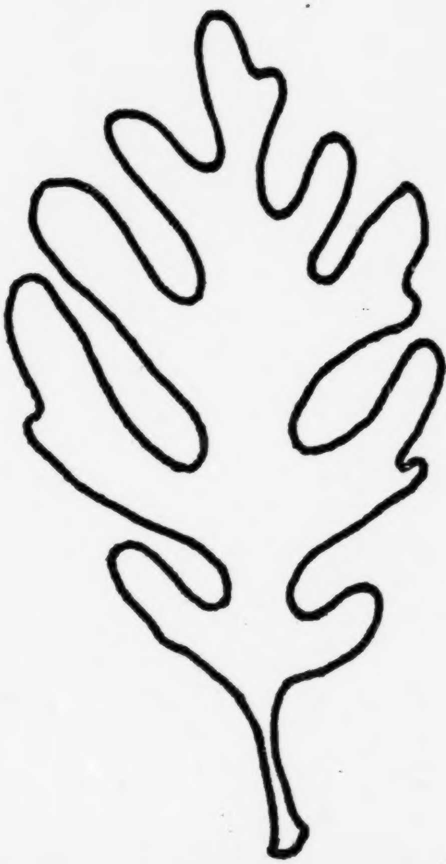










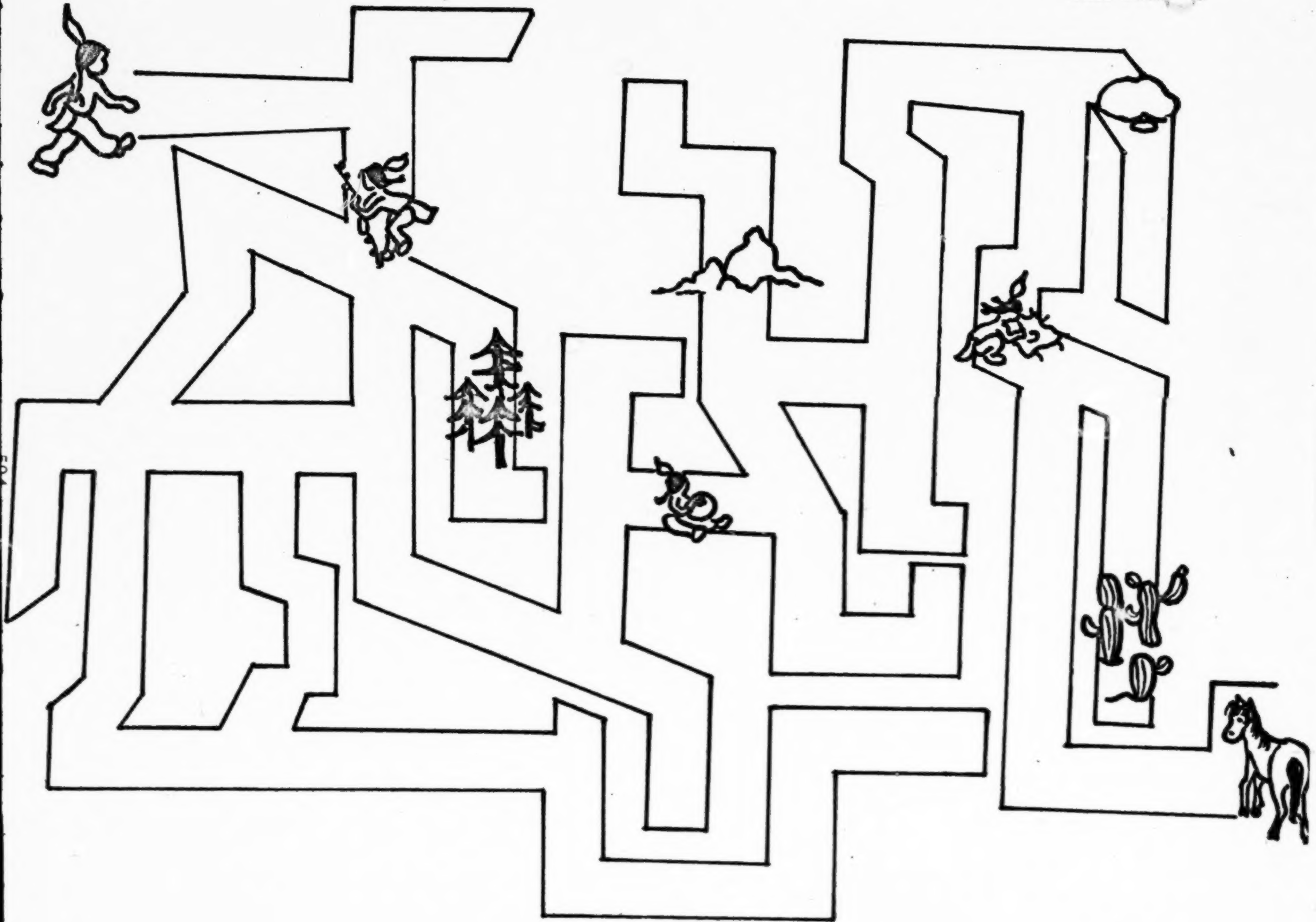


Indian Two Feet : Worksheet

Oral Instruction

Do you remember your new friend, Indian Two Feet? He can dance, he can beat the drum, he can paint and he can look for a horse and find it.

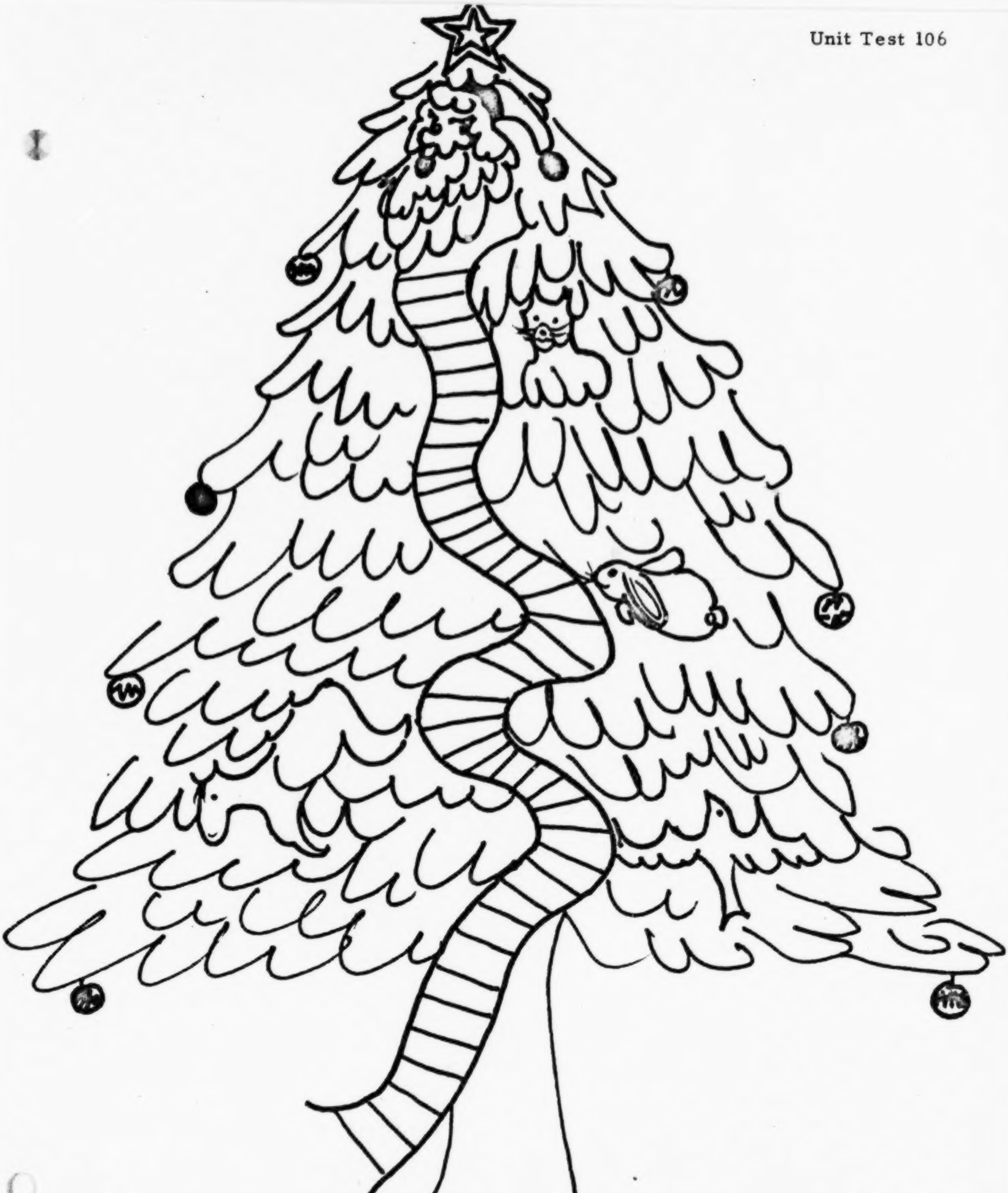
On this paper, it tells us how Indian Two Feet can find his horse. There are pictures showing that Indian Two Feet can dance, beat the drum, and paint. There are also pictures about the woods, the hills, the rocks, and the trees. Can you find the way that leads him to the horse? Draw a line from where he starts (point to it) to where he can find the horse (point to it). Draw a line with your pencil to show how Indian Two Feet can go to find his horse.



The Climbing Tree: Worksheet

Oral Instruction

Look at your paper, there is a big tree. Bobby can climb up and up. There are animals and other things on the tree. Bobby can climb up the tree and find them. You can help Bobby find these animals and things on this big tree. When you find something, color it and show it to me. Then tell me what it is. First, find all the animals and things on the tree, then come and tell me.



Snowy Day: Worksheet

Oral Instruction

Peter can do many things on a snowy day, inside the house and outside the house. Now, look at your paper. I will say what Peter is doing, and you find the picture for me.

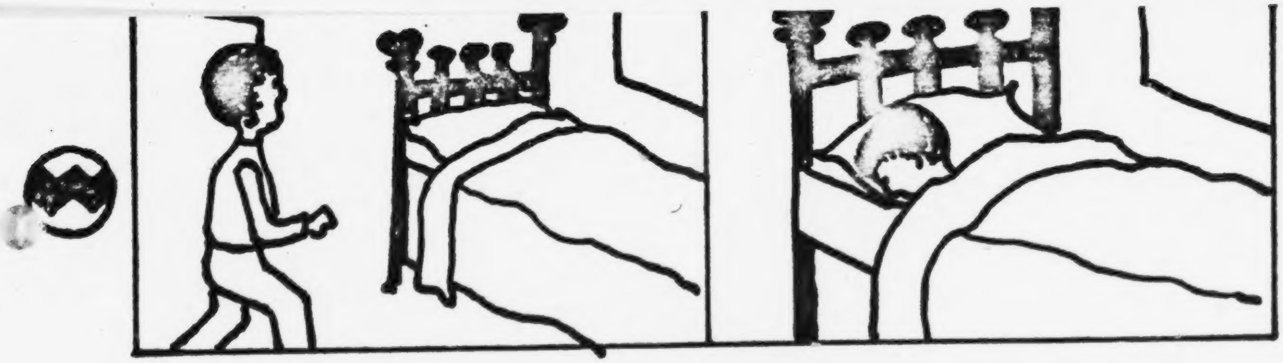
At the top, near a ball (point to it), there are two pictures. In one picture Peter is sleeping in his bed. Can you find that picture? Circle it!

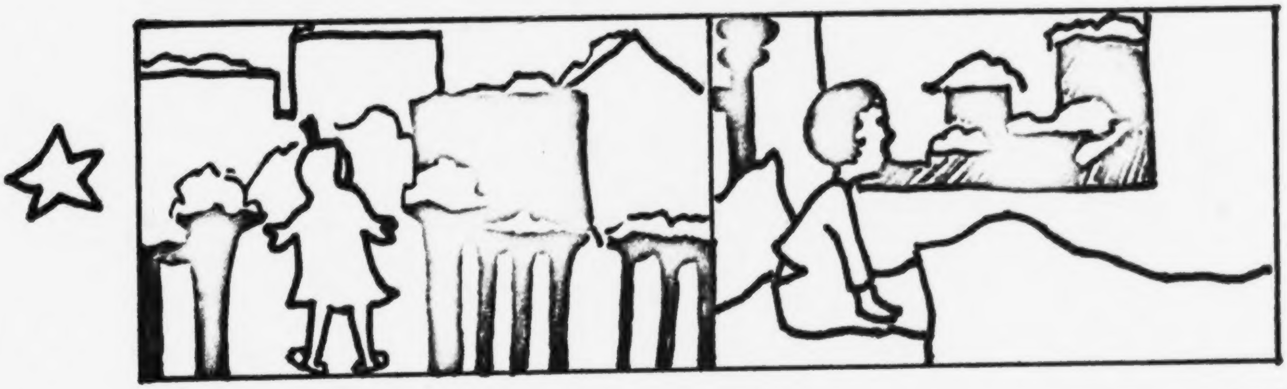
In the next row (line) near a star, there are also two pictures. In one picture Peter is outside the house. Find that picture and circle it!

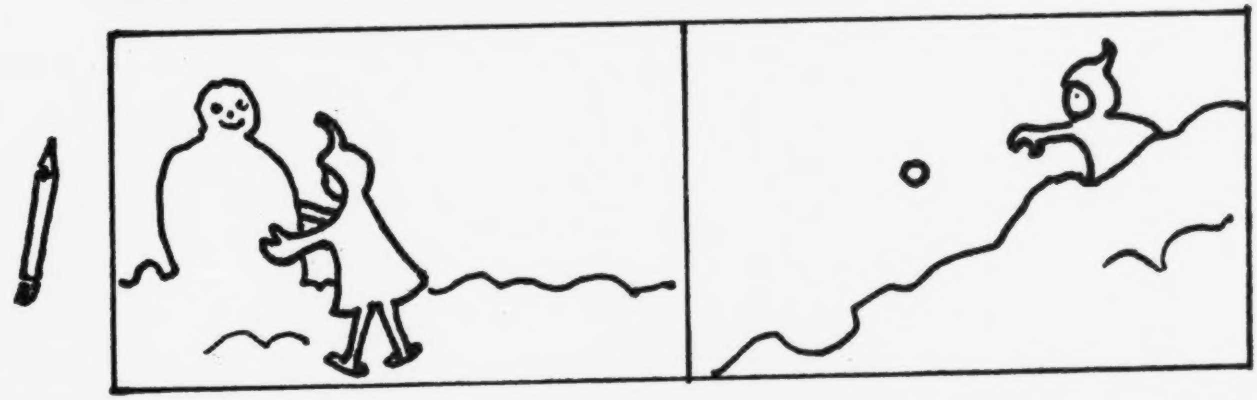
In the next row (line) near a pencil, there are also two pictures. In one picture Peter is making a snow man. Find that picture and circle it!

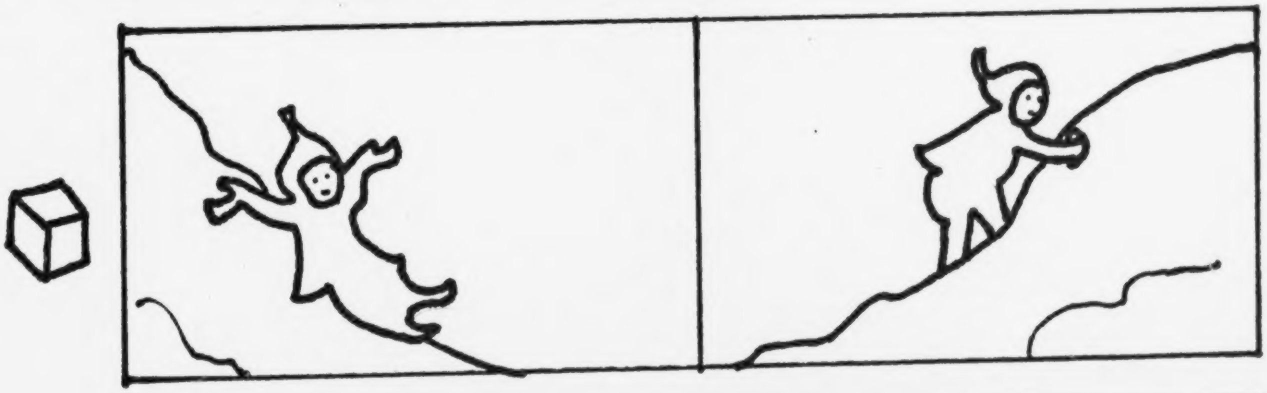
In the next row (line) near a box, there are two pictures. In one picture Peter is climbing up a hill. Find that picture and circle it!

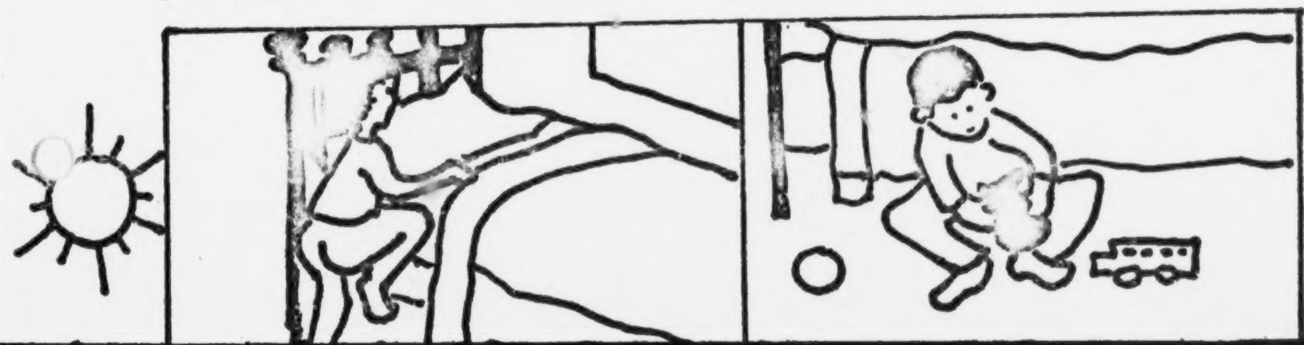
In the next row (line) near the sun, there are two pictures. In one picture Peter is going to bed. Find that picture and circle it!









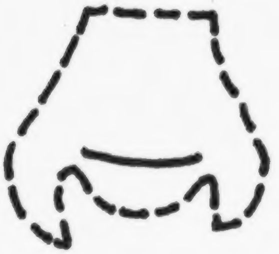


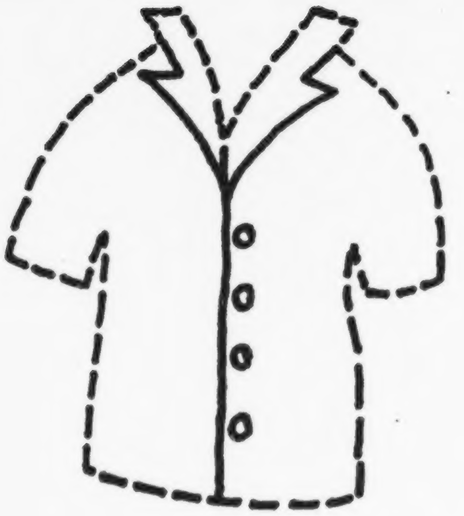
Little Bear: Worksheet

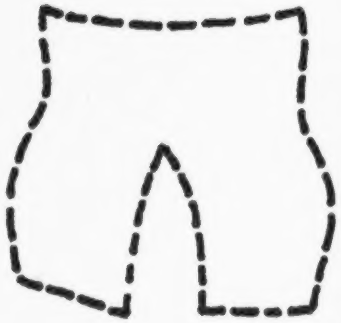
Oral Instruction

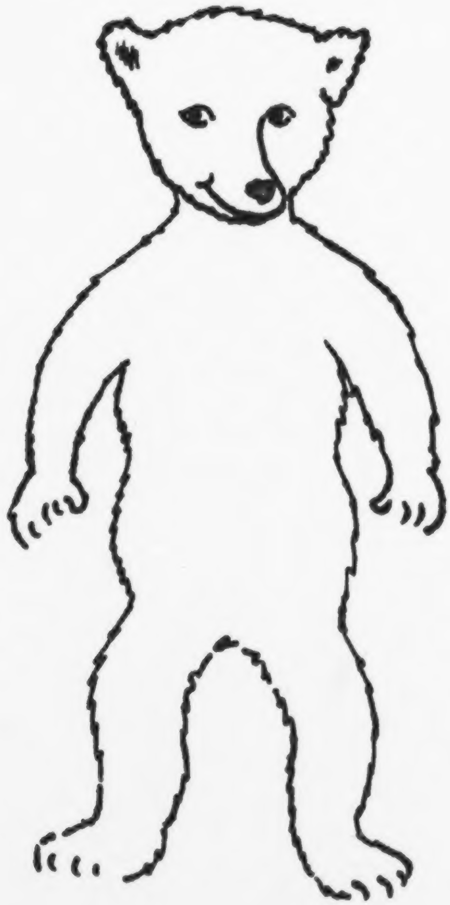
Look at your paper, there is Little Bear, he is playing in the snow, outside the house. He is very cold. He wants something to put on.

Help Little Bear. There is a hat, a coat, and snow pants on this paper. Cut them out and put them on Little Bear. Now, cut out the hat, the coat, and the snow pants and put them on Little Bear.







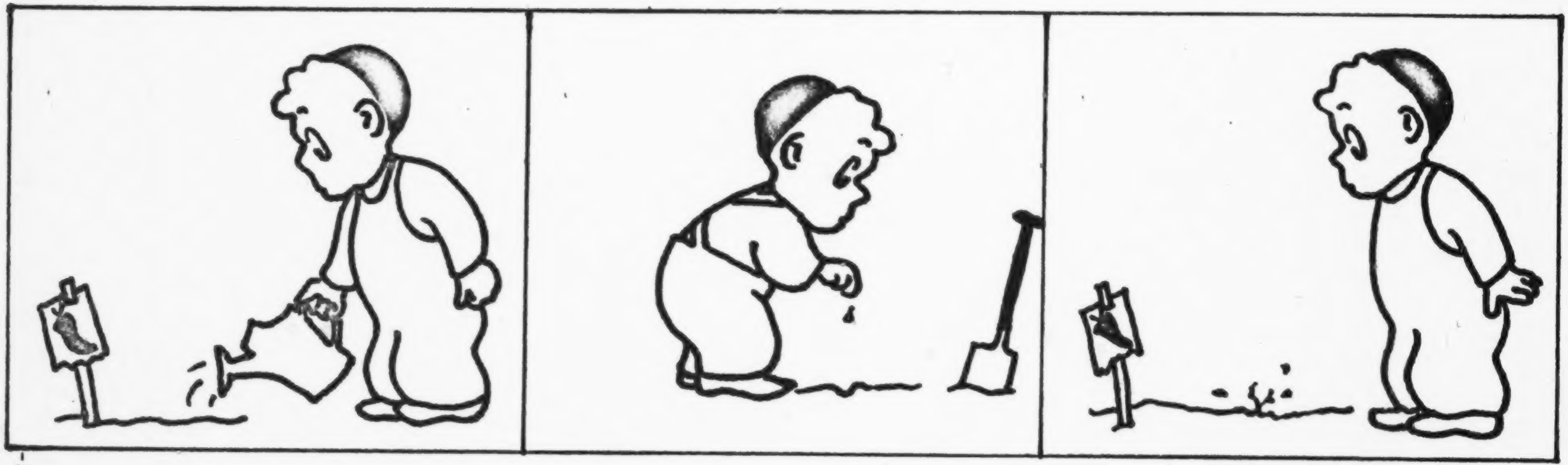


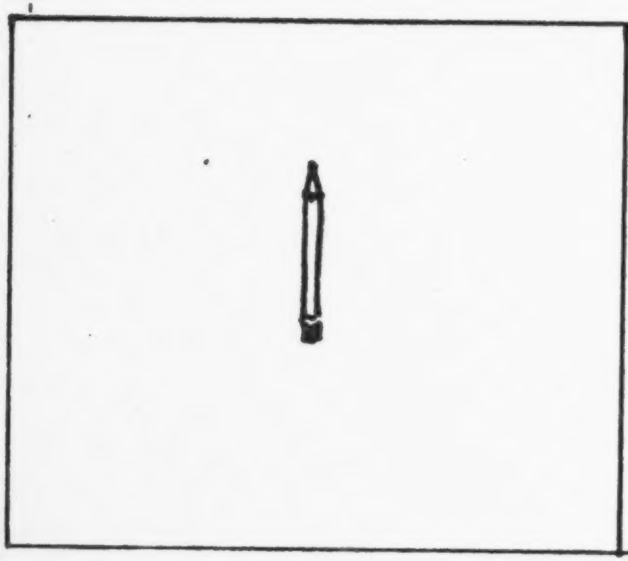
The Carrot Seed: Worksheet

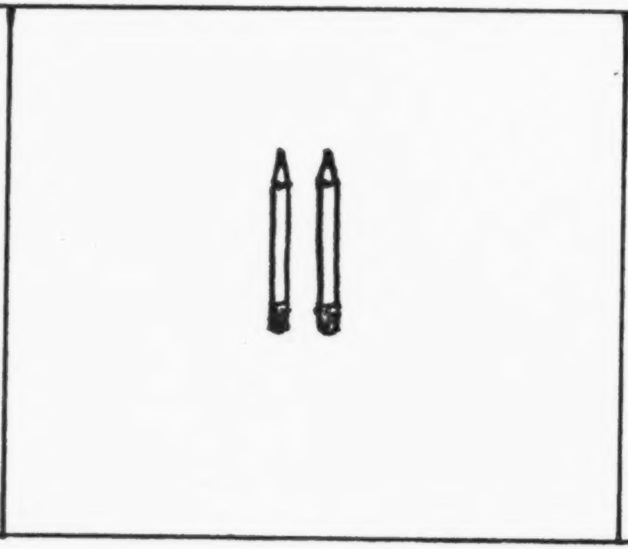
Oral Instruction

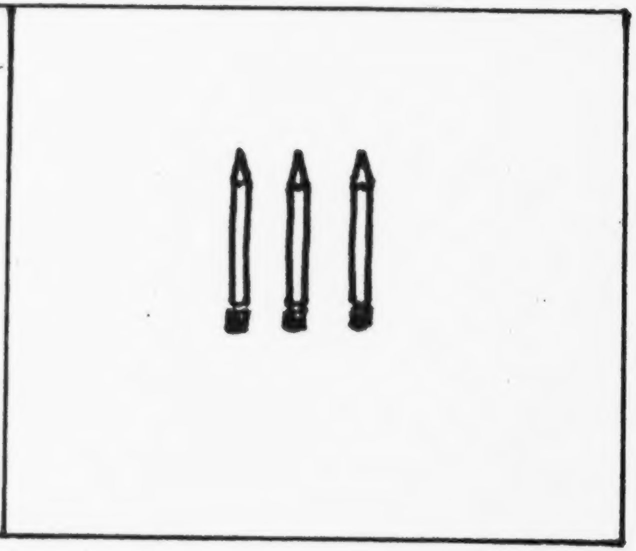
Look, there is your friend Henry. He wants to plant a carrot seed. But he does not know what he can do first. These three pictures are not in good order because he must do something first before he can water the carrot seed. Can you help Henry and show him what he can do first when he plants a carrot seed?

Cut out all the three pictures on top. (wait and check) Now, find the first picture that tells what Henry must do first. Put this picture in the square where you can see only one pencil. Then find the second picture that tells what Henry must do next. Put it in the square where you see two pencils. Then put the last picture in the square where there are three pencils.







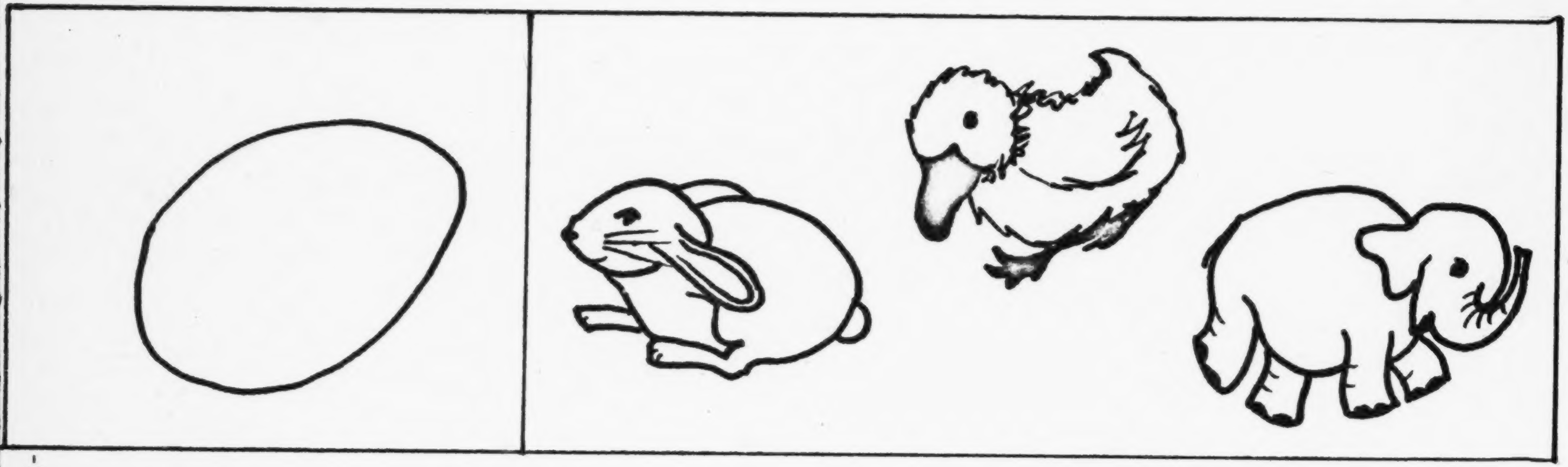


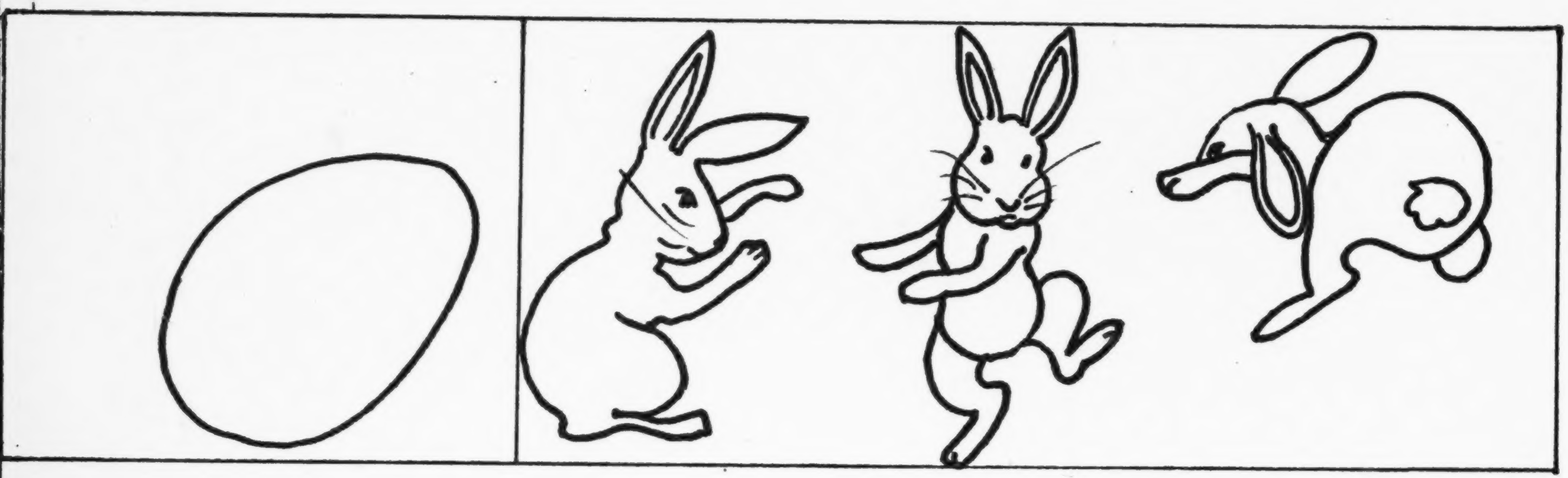
The Egg: Worksheet

Oral Instruction

Look at your paper, there is an egg on one side and three animals on the other side: a bunny rabbit, a duck and an elephant. Only one of these animals is inside the egg. Now, cut out this animal and put it inside the egg. Don't tell anybody that you know which animal is inside. When you finish, wait until I tell you what to do then.

Now, look at the second part. There are three rabbits and an egg. One rabbit tries to push the egg, one rabbit tries to kick the egg, and one rabbit tries to jump on the egg. Cut out the rabbit which tries to jump on the egg. Cut out this rabbit and put it on the egg at the left. Do it very quietly, and then wait until I come and check it.





Nobody Listens to Andrew: Worksheet

Oral Instruction

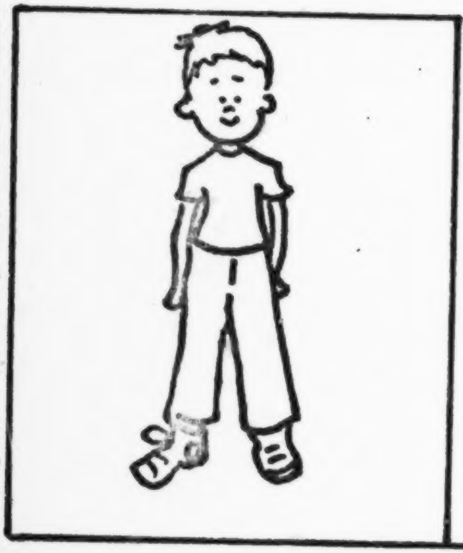
Remember your friend, Andrew? He finds something in his room, in his bed. He tells all the people, but nobody listens to him.

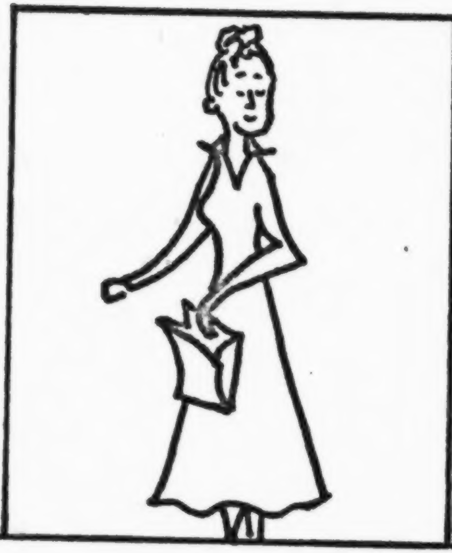
On the upper part of this paper, you can see Andrew. He tries to talk to his father. Can you find his father from the three pictures next to him? Put a big "X" on the picture of his father.

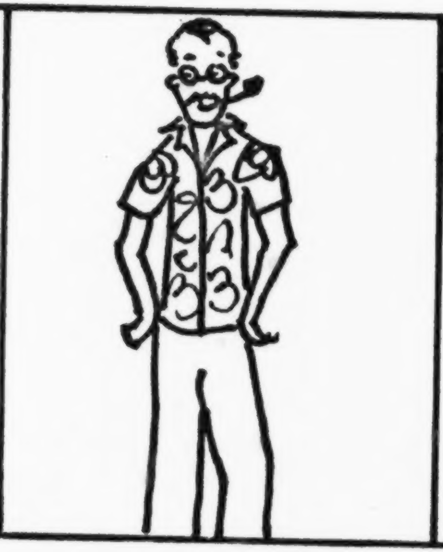
Now, he tries to talk to his sister. Can you find her? Put a big circle on the picture of his sister.

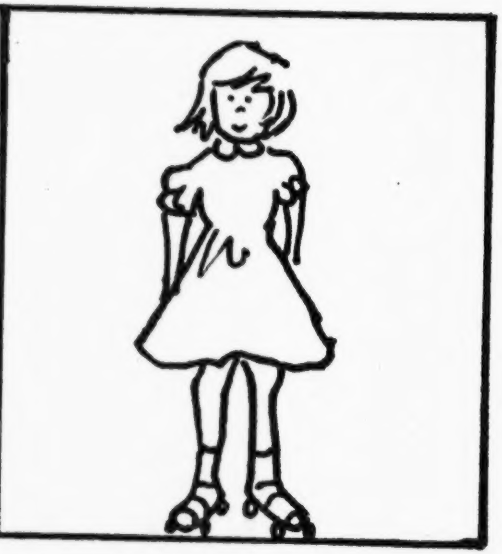
Now, let's look at the pictures below. There is a bear, and there are also three persons who come to Andrew's house. Which of these three persons who come to Andrew's house is the policeman? Find the policeman and put a bis "X" on him.

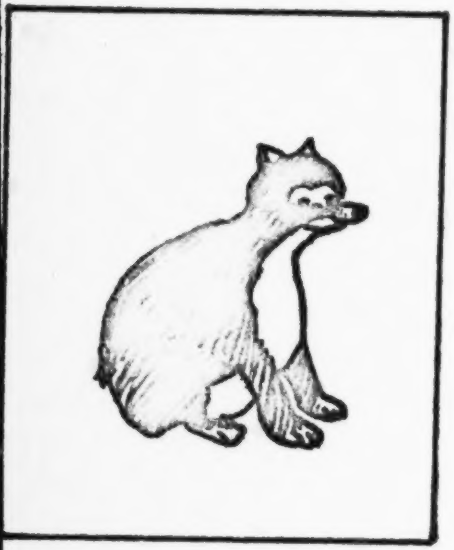
Now, which one of the three persons is the zookeeper who takes away the bear? Find the zookeeper and put a big circle on him.

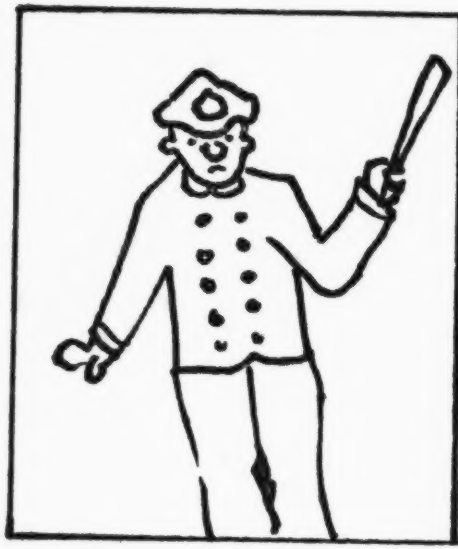


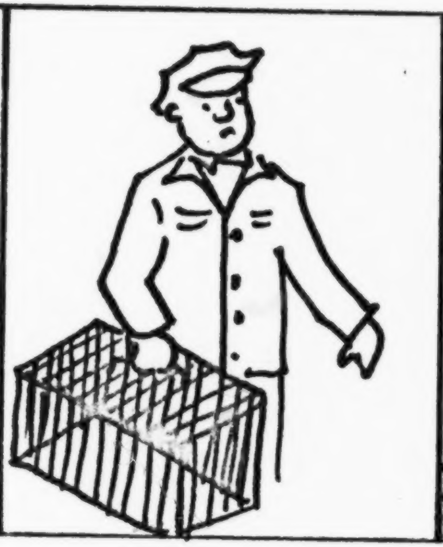


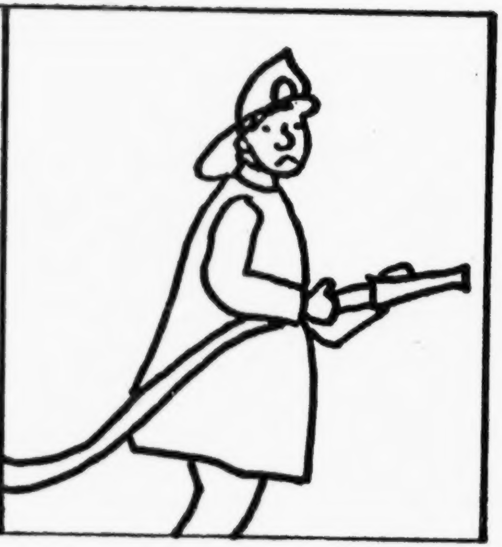












The Little Toy Train: Worksheet

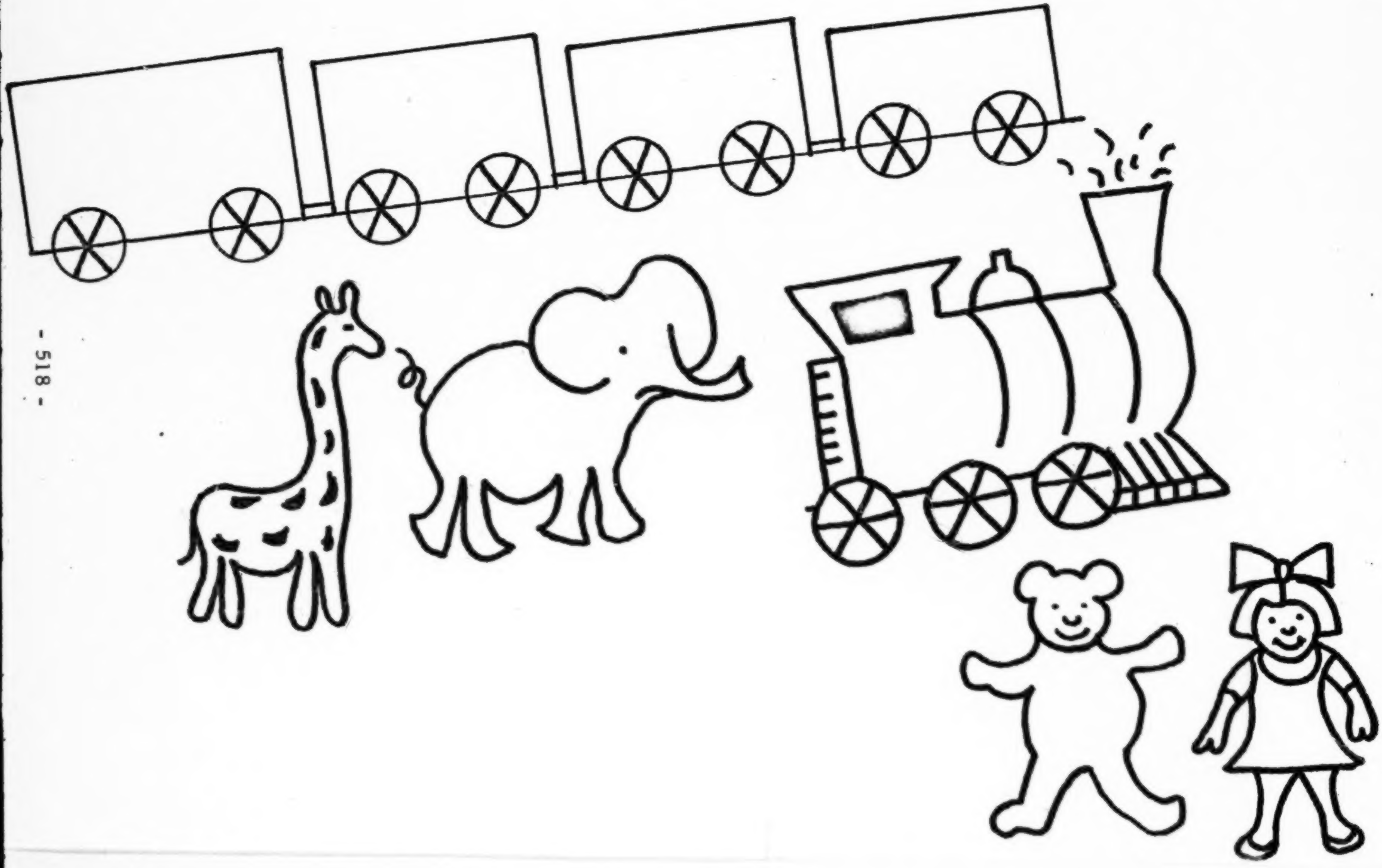
Oral Instruction

You know how the Little Engine helps the Little Toy Train climb up the hill, and that makes the Little Toy Train very happy.

Now, we can see on this paper the Little Toy Train, the Little Engine and the toys. Cut out the Little Toy Train and the Little Engine. Then put the Little Toy Train and the Little Engine together.

Now, cut out the toys, and then put the bear on the big car, the very big car. Then, put the doll on the small car, the very small car.

Good. Wait until I check your paper.



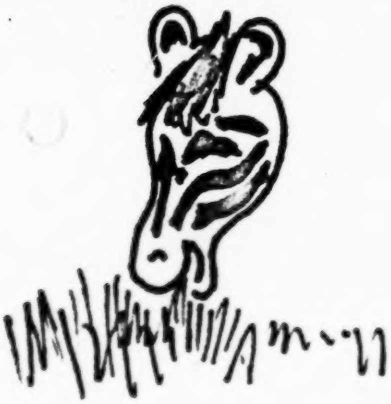
The Zoo: Worksheet

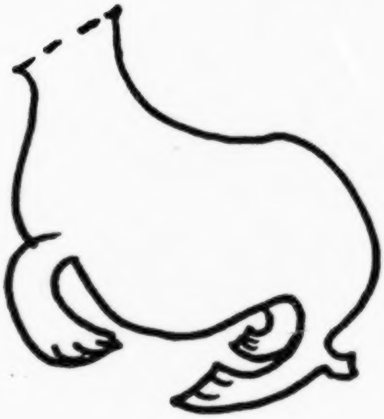
Oral Instruction

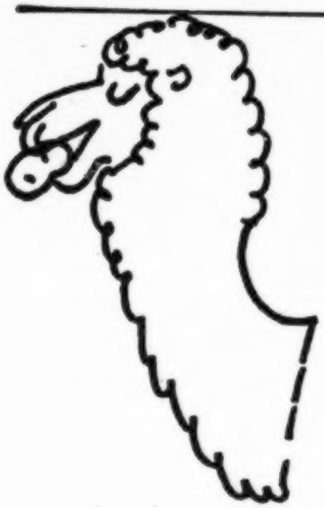
Look, on this paper, there are three animals. These are the animals Juan and Maria can see in the zoo. All of these animals are eating something in the zoo. But, in each of these animals there is a part missing. Now, cut out these animals and help them to find their missing parts. Then put the missing parts to the animals where they belong. Do it now.

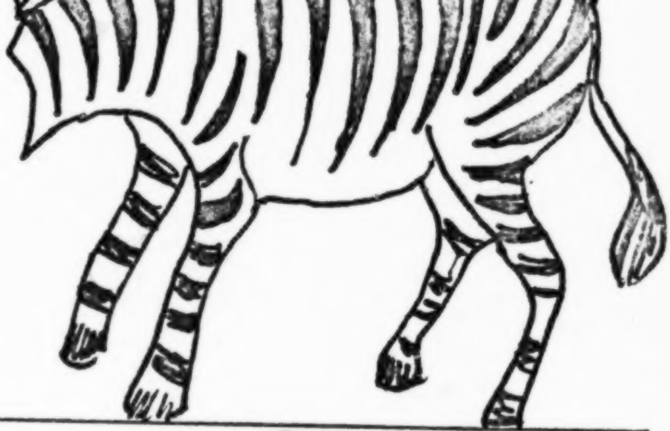
After you finish putting back together the three animals, tell me, on by one, the name of the animal and what it is eating.

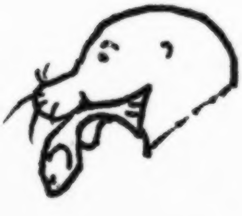
(Continue with the second page of the worksheet in the same manner.)

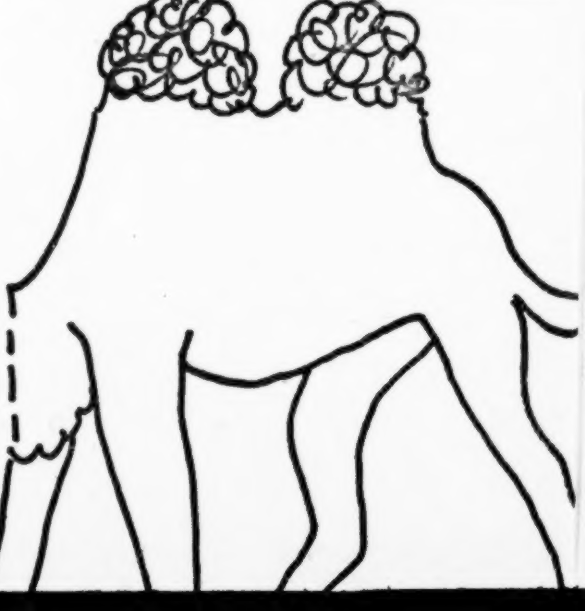


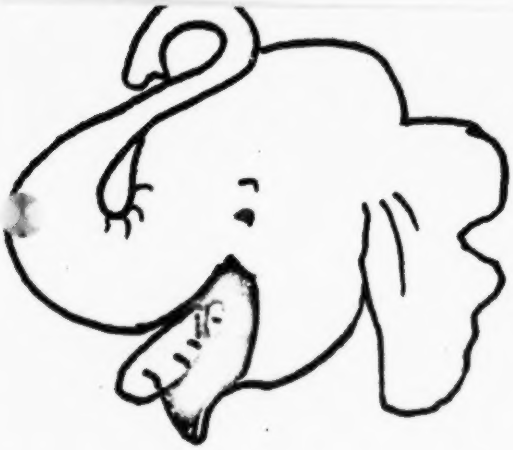


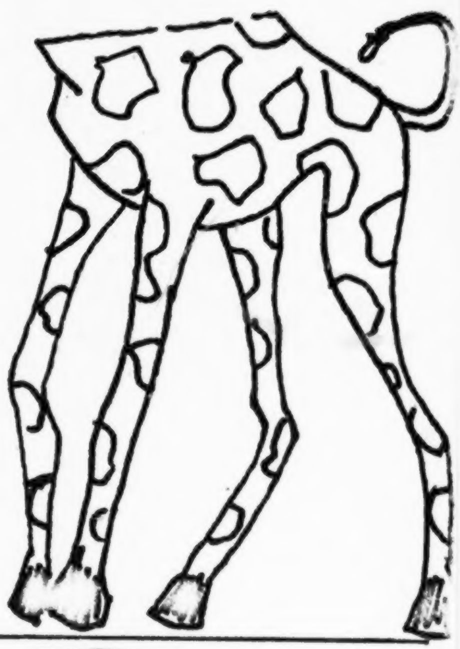


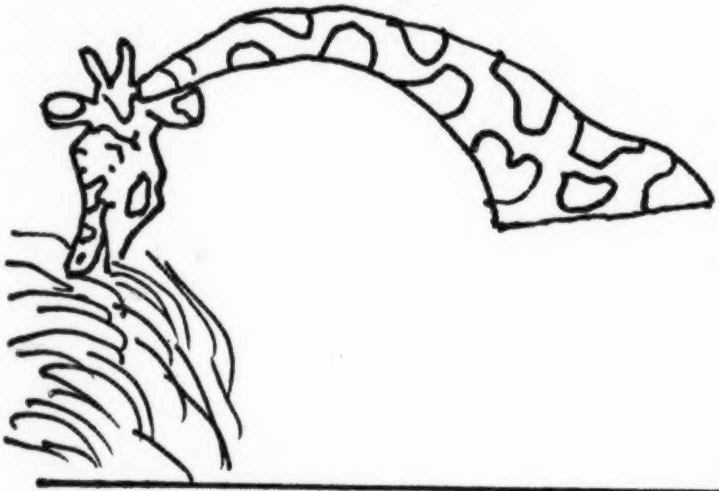


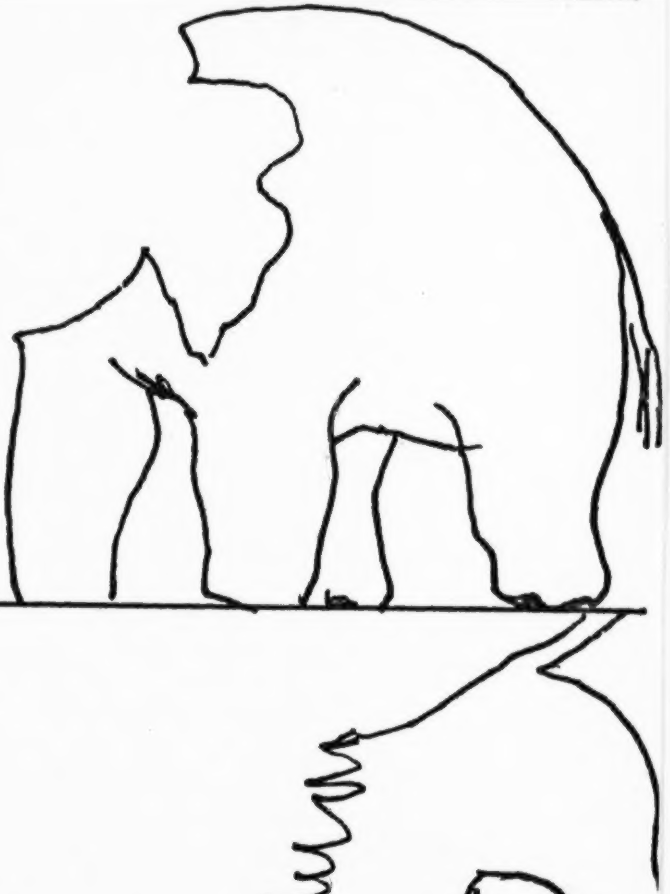


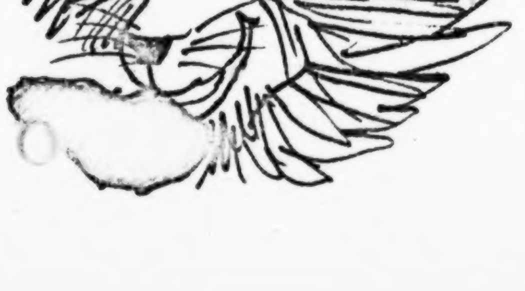


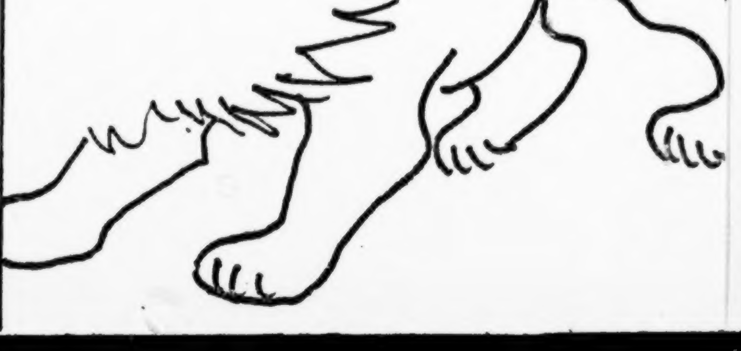












Basic Reference Library
Toward
Creativity in Language and Literature

Kornei Chukovsky:	From Two To Five U. of Calif. Press, Berkeley, Calif.
Loren Eiseley:	The Mind as Nature Harper & Row, Evanston, Ill.
Paul Hasard:	Books, Children & Men The Horn Book Inc., Boston (paperback)
J. Piaget:	Thought and Language of the Child Littlefield, Adams & Co., Totowa, N.J.
W. M. Possien:	They All Need to Talk Appleton Century Crofts, N. Y. C. (paperback)
Sarason, Davidson, Blatt:	The Preparation of Teachers J. Wiley & Sons, N. Y. C. (paperback) or Dover Publications, N. Y. C. (paperback)
F. Clarke Sayers:	Summoned by Books The Viking Press, N. Y. C. (paperback)

Selected by: E. K.

Literary Books That Can Be Used As Core Texts

For An Expanded Language-Through-Literature Program

Harper & Row, New York

No Fighting, No Biting
Father Bear Comes Home
Little Bear's Friend
Little Bear's Visit
David and the Giant
Come and Have Fun

Hart Publishing, New York

Kind Little Joe

Viking Press, New York

In the Forest
Another Day

Lothrop, Lee & Shepard, New York

First Doll in the World
Tell Me Little Boy

Harper & Brothers, New York

It Looked Like Spilled Milk

Random House, Westminster, Maryland

Big Ball of String
Big Jump and Other Stories
Cat in the Hat
Cat in the Hat Comes Back
Cowboy Andy
Fly Went By
King's Wish
Little Black, a Pony
Little Black Goes to the Circus
Look Out for Pirates
One Fish Two Fish Red Fish Blue Fish

Commercial Records Suitable As Supplementary Material in a Language-Through-Literature Program

Title	Source	Ident. Number
Carrot Seed	Young People's Records	10002
Muffin		10006
Sing-Along		15005
The Little Cowboy		
Space Songs (D. Collins, T. Glazer)	Motivation Records, Argosy Music Co.	MR0312
Experiment Songs		MR0316
Read-And-Sing Books (1 record, 4 books F. Luther, L. Lenski) 1. I went for a walk 2. At our house. 3. When I grow up. 4. Songs of Mr. Small	Henry Z. Walck 101 Fifth Ave., N. Y., N. Y.	WK 1001
Songs of Safety (F. Luther)	Vocalion Records	VL 2682
Child's First Record (F. Luther)		VL 73625
Little White Duck & Others (B. Ives)	Columbia Harmony	HL 9507
Lollipop Tree (B. Ives) Folksongs for children.		HL 9551
Peter and the Wolf (C. Richards)	Columbia Masterworks	ML 5183
Cowboy Songs for Children	Columbia Harmony	HL 9512
Cowboy & Indians	RCA Camden	CA S 1094
Soundbook Golden Slumbers	Book Records Inc. 222 E. 46 St., N. Y., N. Y.	1020
Spanish Records		
Songs Children Sing in Latin America (Glazer)	Wonderland	1492
Songs in Spanish for Children	Columbia	CL 1897
Language Through Song (Contemos Ninos)	Idylwild Records Idylwild, Calif. Distributed by Educ. A. V., N. Y., N. Y.	6259 (S 2009)

Title	Source	Ident. Number
Christmas Records		
Golden Sing-Along	Golden Records	LP 67
Little Star of Bethlehem (David Wayne)	Cricket Symphony, Pickwick Sales, L. I. C., N. Y.	CRX 1
Spanish Christmas Records		
Cantos de las Posadas	Folkways	FC 7745
Spanish for E-Children (& Sp. too)		
Spanish for the Younger Set	University Associates 154 11th Avenue, N. Y., N. Y.	FC 7745

Periodicals Pertaining to Bilingual Education

TESOL Quarterly (Published quarterly)	Teachers of English to Speakers of Other Languages c/o Mr. J. E. Alatis School of Languages & Linguistics Georgetown University Washington, D. C.
TESOL Newsletter (Published monthly)	Same Address as Above

Note:
Membership of $10.00 includes subscrip- to both of above.

Basic Reference Texts on
Beginning Reading for Non-English Speakers

Eleanor Wall Thonis: *Teaching Reading to Non-English Speakers*
The Macmillan Co.
New York, New York

Carl A. Lefevre: *Linguistics and the Teaching of Reading*
McGraw-Hill
New York, New York

Jeanne Chall: *Learning to Read - The Great Debate*
McGraw-Hill
New York, New York

Emmett Albert Betts: *Foundations of Reading Instruction*
American Book Co.
New York, New York